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ABSTRACT

This curriculum guide is intended to integrate international education into the curriculum of elementary and secondary schools in Washington State. Section 1, "Introduction," comprises a brief list of statistical data about Washington and the world, and a copy of the 1987 Washington State international education legislation. Section 2, "The Framework for International Education," comprises the following parts: (1) definition; (2) rationale; (3) student outcomes; and (4) key implementation elements. Section 3, "Connections to the Curriculum," relates international education objectives to existing curricular objectives. Section 4, "Outcomes and Activities," suggests sample student activities related to international education student outcomes. Section 5, "Available Resources," comprises the following: (1) a 116-item annotated bibliography; (2) a 17-item list of resources available at the REACH Center Library; and (3) a list of participants in the 1988 Global REACH Consortium Fall Symposium. Section 6, "Recommendations," comprises a list of recommendations for teacher competencies in international/global education, and a list of recommendations for student development in international/global education. (FMW)

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December, 1988

FOREWORD

Kong fu zi, more commonly known in the West as Confucius, believed that education should emphasize a person's behavior towards others and prepare leaders to lead by example. Social harmony, in a much broader context, remains an auspicious if not necessary goal of education, particularly for the 21st century.

During the past few years a reoccurring plea has arisen from numerous sectors of our state for the public school system to prepare students for the 21st century. The kind of preparation usually envisioned contains many varied elements. However, many such visions of 21st century education share strong statements about the need of the state's students to achieve international education literacy as one step toward true understanding of others.

The intent of those advocating the attainment of international education literacy is commendable. However, it is apparent to me that the particular geographic, economic, and political setting of Washington State demands more than what is implied in the word literacy. Washington's students preparing for the 21st century world can best meet these challenges and opportunities by going beyond literacy and actually acquiring international education skills, knowledges, attitudes, and values. It is obvious that students with international education expertise will have an advantage over those who do not.

The passing and implementation of SHB 5463 testifies to the commitment of Washington State to provide exemplary international education to students. A provision of the legislation provided for the development and dissemination of International Education guidelines. The guidelines promote international education not as an "add-on" but as an integral part of the curriculum in as many areas as possible. The guidelines also make a strong statement that international education is not a subject just for secondary students. Rather, the guidelines gently urge educators to build the appropriate foundation in all education programs as soon as possible.

International literacy, education emphasizing man's relationship to his fellow man on a global scale, is a major component of the guidelines project. This project also serves as an example or model of what international education is perceived to be by these educators. It is now up to leaders in education in the state of Washington to carry on with the advice of Kong fu zi by providing the leadership and setting the examples as administrators, curriculum developers and classroom teachers.

Dr. Frank B. Brouillet
State Superintendent of Public Instruction

If you are planning
for a year,
sow rice;

If you are planning
for a decade,
plant trees;

If you are planning
for a lifetime,
educate people.

~~~Chinese Proverb
~~~

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SECTION 1 — INTRODUCTION

"I've often though there ought to be a manual to hand to little kids, telling them what kind of planet they're on, why they don't fall off it, how much time they've probably got here, how to avoid poison ivy, and so on. I tried to write one once. It was called, 'Welcome to Earth.' But I got stuck on explaining why we don't fall off the planet. Gravity is just a word. It doesn't explain anything. If I could get past gravity, I'd tell them how we reproduce, how long we've been here, apparently, and a little bit about evolution. And one thing I would really like to tell them about is cultural relativity. I didn't learn until I was in college about all the other cultures, and I should have learned that in first grade. A first grader should understand that his or her culture isn't a rational invention; that there are thousands of other cultures and they all work pretty well; that all cultures function on faith rather than truth; that there are lots of alternatives to our own society. Cultural relativity is defensible and attractive. It's also a source of hope. It means we don't have to continue this way if we don't like it."

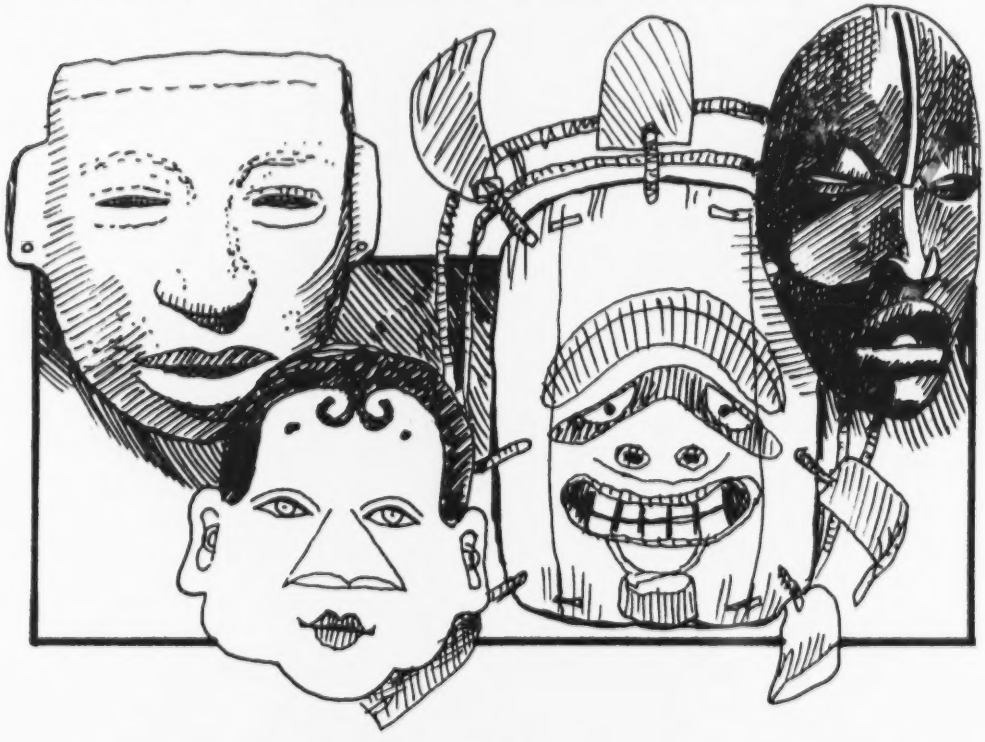
--Kurt Vonnegut, Jr.

~ ~ ~

Included in this section:

~Washington State and The World

~1987 Washington State International Education Legislation



WASHINGTON AND THE WORLD

~~Nearly 25% of all the state's jobs are directly or indirectly related to international trade;

~~Nationally, Washington ranks among the top five states in the exporting of aircraft, transportation equipment, paper products, lumber and wood products;

~~Washington trades with 130 of the world's 165 nations;

~~In the ten year period, 1977-87, there was a three-fold increase in exports and imports...generating nearly $41 billion in 1987 alone; and

~~81 different languages and dialects are spoken by approximately 25,000 Washington State students whose first language is not English.

IN THE LEGISLATURE
of the
STATE OF WASHINGTON

CERTIFICATION OF ENROLLED ENACTMENT

SENATE BILL NO. 5463

Chapter 348, Laws of 1987

50th Legislature
Regular Session

EFFECTIVE DATE: July 26, 1987

Passed the Senate March 12, 19 87
Yeas 25 Nays 23

Passed the House April 13, 19 87
As Amended
Yeas 63 Nays 32

4/20/87 - Senate refused to concur in House amendment(s) and asked the House to recede
4/22-23/87 - House refused to recede and requested a Conference
4/24/87 - Senate refused to grant a Conference
4/24/87 - House insisted on it's position and asked for conference
4/25/87 - Senate granted the request for a Conference
4/25/87 - House adopted report of Conference Committee and granted powers of Free Conference
4/26/87 - Senate adopted report of Conference Committee and granted powers of Free Conference
4/26/87 - House adopted report of Free Conference and passed Bill (63 YEAS 32 NAYS)
4/26/87 - Senate adopted report of Free Conference and passed Bill (25 YEAS 23 NAYS)

CERTIFICATE

I, Gideon H. Sander, Secretary of the Senate of the State of Washington do hereby certify that the attached is enrolled Senate Bill No. 5463 as passed by the Senate and the House of Representatives on the dates hereon set forth.

Secretary of the Senate

ENGROSSED SENATE BILL NO. 5463
AS AMENDED BY THE FREE CONFERENCE COMMITTEE

State of Washington 50th Legislature 1987 Regular Session

by Senators Fleming, von Reichbauer, Hansen, Gaspard, Smitherman, Rinehart, McDermott, Bauer, Vognild, Rasmussen and Moore

Read first time 1/30/87 and referred to Committee on Education.

AN ACT Relating to educational opportunities; and adding a new chapter to Title 28A RCW.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Sec. 1. The legislature finds that the economy of the state of Washington more than that of any other state in the union is dependent on foreign trade, particularly with Pacific Rim countries. If Washington's status as a leading state in international trade is to be maintained and strengthened, students of this state need to be better prepared. The legislature also finds that parents and our public education system can work cooperatively to prepare children as they begin to face complex questions of world order and stability. It is, therefore, the intent of the legislature to provide students with enhanced opportunities to increase their awareness of and understanding about other nations and the relationships of those countries with Washington state.

NEW SECTION. Sec. 2. (1) The superintendent of public instruction shall establish an advisory committee to advise the superintendent on international education issues as such issues relate to the development of model curriculum or curriculum guidelines for grades kindergarten through twelve. The advisory committee shall be of such size as determined by the superintendent of public instruction. The superintendent of public instruction is encouraged to include parents; teachers; administrators; multicultural curriculum specialists; representatives of private enterprise; representatives of foreign trade or policy organizations; representatives of local and state ethnic minority groups; associations, or agencies; and representatives of cultural associations.

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Sec. 2

(2) The superintendent of public instruction shall establish a working committee to develop international education model curriculum or curriculum guidelines. The working committee shall follow the same procedures as those established by the superintendent of public instruction for the implementation of RCW 28A.03.435. Upon completion, the model curriculum or curriculum guidelines shall be made available for consideration and use by school districts.

(3) In cooperation with the advisory committee, the superintendent of public instruction shall conduct a study of the feasibility of establishing an international education curriculum resource center and submit a report to the legislature including findings and recommendations by January 1, 1988.

NEW SECTION. Sec. 3. (1) The superintendent of public instruction may grant funds to selected school districts for the purposes of developing and implementing international education programs. The grants shall be in such amounts as determined by the superintendent of public instruction. The sum of all grants awarded shall not exceed the amount appropriated by the legislature for such purposes.

(2) The grant program shall center on the use of the international education model curriculum or curriculum guidelines developed in section 2 of this act. Districts may use the international education model curriculum or curriculum guidelines developed under section 2 of this act as a guideline for creating their own model curriculum for participation in the grant program.

(3) School districts may apply singularly or a group of school districts may apply together to participate in the program.

(4) School districts applying for the international education grant program shall submit a plan which includes:

(a) Participation by the school district in both the model curriculum or curriculum guidelines development activities and the grant program activities provided for by this chapter;

(b) The application or intent to conduct a foreign language program including either Japanese or Mandarin Chinese beginning in the ninth grade;

(c) A staff in-service training program addressing the

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implementation of international education curriculum;

(d) A goal to enlist participation where possible by private enterprise, cultural and ethnic associations, foreign trade or policy organizations, the local community, exchange students and students who have participated in exchange programs, and parents;

(e) Evaluation of the pilot program.

(5) To the extent possible, selected school districts shall represent the various geographical locations, school or school district sizes, and grade levels in the state.

(6) By January 1, 1988, the superintendent of public instruction shall select five school district grantees for the program. The program shall be implemented beginning with the 1988-89 school year.

(7) The program in international education shall be considered a social studies offering for the purpose of RCW 28A.05.060(1).

NEW SECTION. Sec. 4. The superintendent of public instruction shall adopt rules under chapter 34.04 RCW to carry out the purposes of sections 1 through 3 of this act.

NEW SECTION. Sec. 5. The superintendent of public instruction shall submit a report to the legislature, including its findings and specific recommendations evaluating the progress of the grant program, by January 1, 1991.

NEW SECTION. Sec. 6. Sections 1 through 5 of this act shall constitute a new chapter in Title 28A RCW.

NEW SECTION. Sec. 7. If any provision of this act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected.

Passed the Senate April 26, 1987.

John A. Cherberg
President of the Senate.

Passed the House April 26, 1987.

Speaker of the House.

Approved May 13, 1987

Governor of the State of Washington

FILED

MAY 13 1987

4:16 pm

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SECTION 2 -- THE FRAMEWORK FOR INTERNATIONAL EDUCATION

"We are, as the globalists tell us, all in the same boat. But is not clear that all of us know it; there are many different classes and compartments; we don't agree on where it ought to go and who should steer it; and the maneuvers of many of its passengers seem almost calculated to make it sink. We have to learn that although we are the biggest aboard, with belongings in every cabin, we alone cannot set the course. We have to recognize that joint steering may not succeed in saving the ship, but that there is no alternative; that we have to try for it, even while fighting some of the other passengers whose motives, manners, and destinations we find repugnant; that our force cannot bring others to heel, nor can we heal what ails them with our easy faith in our capacity to rally others around our views; and that we have to argue, resist, maneuver, coax, threaten, and bargain, while keeping our eye on the sea."

--Stanley Hoffman
Primacy or World Order
(New York: McGraw-Hill, 1978),
p.321

~ ~ ~

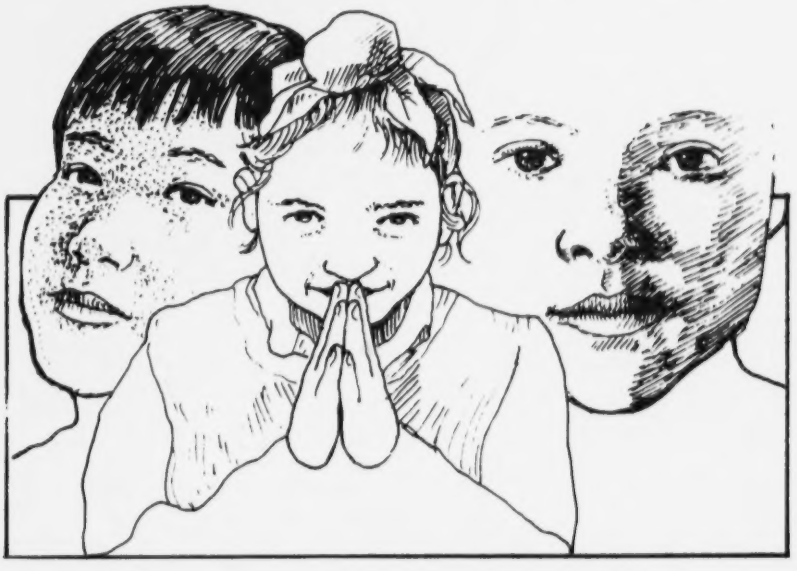
Included in this section:

~Definition

~Rationale

~Student Outcomes

~Some Key Elements for Implementing International Education



DEFINITION

International education is an integral part of the K-12 curriculum that includes:

(1) the formal study of the physical and cultural world;

(2) the interdisciplinary study of global issues, systems, and concepts;

(3) curricula which incorporate multicultural concepts and intercultural perspectives; and

(4) skills and attitudes necessary to function effectively in an international environment.

RATIONALE

International education is important to students because:

(1) the world is interdependent;

(2) the human race is diverse in terms of attributes, cultures and experiences;

(3) world changes, both physical and human, impact our lives;

(4) international cooperation is necessary in resolving world issues;

(5) international issues require information analysis, decision-making and participation;

(6) the economies of Washington State and the nation are linked to world trade and influenced by international issues and events;

(7) sensitivity to international perspectives and human rights increases the likelihood of peaceful and harmonious relations among people of the world; and

(8) knowledge of languages and interaction with diverse cultures enhance global understanding.

STUDENT OUTCOMES

KNOWLEDGE...

1. The student will recognize the world's physical and cultural diversity through the study of geography, religions, arts, literatures, languages, leisure activities, social customs, mores and technologies of other cultures.

2. The student will be able to identify geographic locations and have a basic understanding of geographic relationships.

3. The student will understand the ways in which a society's past affects the present, and that societies often make decisions about the future based upon the past.

4. The student will identify contemporary issues such as hunger, population, pollution, resource allocation, human rights and conflict resolution, and be able to explain their international implications.

5. The students will have an understanding of global systems, including ecosystems, political systems, and social systems that impact nations and individuals.

6. The student will understand the complexity of international economic systems and requirements for success in international trade and employment.

7. The student will realize the potential impact on Washington State of decisions/actions occurring in other parts of the world and conversely, will understand that decisions/actions originating in Washington State may affect other parts of the world.

ATTITUDES...

8. The student will demonstrate a positive, continuing interest in learning about people, their countries, languages, cultures, and ways of life.

9. The student will recognize and respect the right for people to hold diverse cultural values, behaviors, religious beliefs, political orientations and perspectives.

10. The student will appreciate the variety of cultural expressions found in all parts of the world: religious celebrations, literature, the arts, interpretations of history, social customs, and mores.

11. The student will realize the importance of personal involvement and active citizenship regarding international problems and issues.

12. The student will recognize the importance of considering issues from the perspective of other nations and/or groups of people.

SKILLS...

13. The student will be able to gather, analyze and evaluate national and international issues from a variety of geographic, political, social, cultural and economic perspectives.

14. The student will be able to respond in an informed manner to national and international issues and to make conscious decisions regarding them.

15. The student will be able to function effectively in diverse environments.

16. The student will be able to interact and communicate effectively with peoples from other countries and cultures in English and in at least one other language.

17. The student will be able to recognize change as a natural part of life and be able to deal with it effectively.

SOME KEY ELEMENTS FOR IMPLEMENTING INTERNATIONAL EDUCATION

Integral Elements

International education should include many of these components:

- ~~teacher inservice;
- ~~infusion of international/intercultural concepts and content (see Section 3 in this booklet);
- ~~special courses focusing on area studies, international problems/ issues, global concepts or global systems (see below for further expansion of these topics);
- ~~availability of international/intercultural materials for teachers and students;
- ~~involvement of parents and the community (especially the business sector);
- ~~opportunities for participation in travel or exchange programs for teachers, students and community members;
- ~~ties to a school or community in another country; and
- ~~study of another language.

Teacher Inservice

International education involves the learning of new information, skills and attitudes by the student. Therefore, most teachers need training for the successful implementation of the instructional effort. Accordingly, teacher inservice should be given a high priority in the international education plan.

Specific International Education Courses

Several approaches can be taken if a specific international education course is offered. Regardless of the approach, emphasis should be made on the linkage to Washington State.

1. Area Studies

- ~~North American
- ~~Central America
- ~~South America
- ~~Southeast Asia
- ~~East Asia
- ~~Middle East
- ~~Eastern Europe
- ~~North Africa
- ~~Central Africa
- ~~Southern Africa
- ~~Russia
- ~~Pacific Islands
- ~~Western Europe

(A specific country [e.g., China, Canada, Japan, Mexico] can serve as an area focus.)

2. International Problems/Issues

~~Nuclear Disarmament
~~Resources Allocation
~~Hunger
~~Pollution
~~Human Rights
~~Energy
~~Conflict Resolution
~~Terrorism
~~Environmental Abuse
~~Toxic Waste

3. Concepts

~~Interdependence
~~Cultural Diversity
~~World Citizenship
~~Global Economy
~~International Cooperation
~~Universal/Diverse Values

4. Study of Global Systems

~~Economic Systems
~~Political Systems
~~International Law
~~Global Communications
~~Global Transportation
~~The United Nations

Use of Cultural Materials

International education inevitably requires the use of cultural materials. Exposing students to information about other peoples and their cultures normally encourages familiarity which may foster international understanding and reduction of stereotyping. However, if presented or used improperly, cultural materials (especially those which focus on the unusual or exotic), may reinforce those stereotypes or introduce new ones. Therefore, when using such materials, teachers should prepare the students by:

1. stressing the importance and positiveness of differences;

2. providing background information regarding the cultural information to be presented; and,

3. pointing out similar types of cultural manifestations present in the U. S. or other cultures.

Various Teaching Strategies

Special consideration should be given to offering second language instruction as part of the international education effort. The learning of a second language provides the student with an invaluable tool to expand their learning about another culture and to communicate with members of the language group. Furthermore, the study of the language may motivate the student to visit the country of the language.

Given the growing importance of speaking a second language, newly-arrived students who come to our schools with a first language other than English should be encouraged to maintain their native language while learning English.

Relationship to Multicultural Education

International education and multicultural education share many of the same concerns and objectives. Washington State's own cultural pluralism can provide the student with local opportunities to gain experiences and insight into cultural diversity and intercultural interaction. Multicultural education has had the opportunity to evolve its own pedagogy and materials which can be used in international education. Therefore, teachers may find multicultural materials and teaching techniques useful in the international education effort.

SECTION 3 — CONNECTIONS TO THE CURRICULUM

"A new type of person whose orientation and view of the world profoundly transcends his indigenous culture is developing from the complex of social, political, economic, and educational interactions of our time. Multicultural man is the person who is intellectually and emotionally committed to the fundamental unity of all human beings while at the same time he recognizes, legitimizes, accepts and appreciates the fundamental differences that lie between people of different cultures."

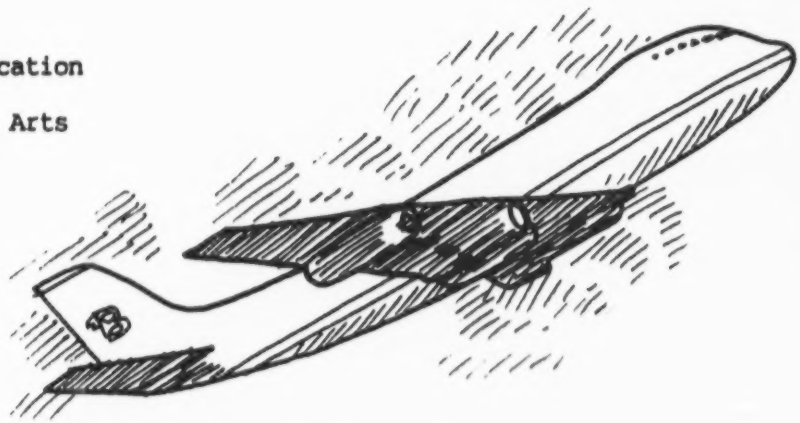
—Peter S. Adler
East-West Center, Hawaii

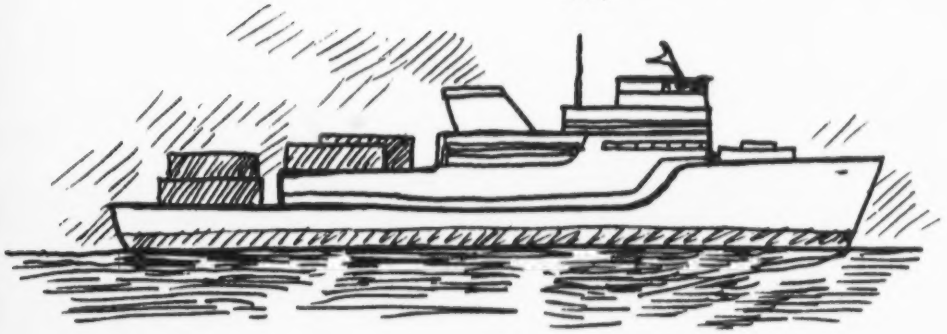
~ ~ ~

Washington State's K-12 current curriculum is already infused with many student objectives to make students more cross-culturally and internationally aware. SPI guidelines for the various subject areas were reviewed and relevant objectives were gleaned, grouped and paraphrased for insertion under the appropriate international education objective. The list of the presented objectives is not all-inclusive and more can be found in the SPI basic education curriculum guidelines booklets.

Key:

SS	Social Studies
Ind Ed	Industrial Arts Education
Sci	Science
Arts	Visual & Performing Arts
FL	Foreign Language
Math	Mathematics
Health	Health Education
LA	Language Arts
PE	Physical Education





RATIONALE 1: THE WORLD IS INTERDEPENDENT

TEACHER'S FOCUSING QUESTION: DO I PROVIDE MY STUDENTS THE OPPORTUNITY TO SEE THAT THE WORLD IS INTERDEPENDENT?

STUDENT OUTCOMES

The student will have an understanding of global systems, including ecosystems, political systems, and social systems that impact nations and individuals. (No. 5)

The student will understand the complexity of international economic systems and the requirements for success in international trade and employment. (No. 6)

CONNECTIONS ACROSS THE CURRICULUM

Compares time systems across the world.
(Math, SS, FL)

Considers the issue of pollution across national boundaries and in the atmosphere.
(Sci, SS, Health, FL)

Is aware of global food distribution patterns.
(Sci, SS, Health, FL)

Understands the concept of interdependence and appreciates that people and places are dependent upon one another.
(SS, Ind Ed, Sci, FL)

Is aware of international monetary systems and distribution of wealth.
(Math, Ind Ed, SS, FL)

Learns the unique geographic characteristics of specific areas of the world and the interaction between places.
(SS, FL)

Understands that change does not occur in isolation; a change in one area affects other areas. (SS)

Understands the relationships between human societies and their physical world; recognizes human responsibility for maintaining the environment in a liveable condition.
(SS, Ind Ed, Sci, Arts)

RATIONALE 2: THE HUMAN RACE IS DIVERSE IN TERMS OF ATTRIBUTES, CULTURES AND EXPERIENCES

TEACHER'S FOCUSING QUESTION: DO I PROVIDE MY STUDENTS THE OPPORTUNITY TO SEE THAT HUMANS ARE DIVERSE IN TERMS OF ATTRIBUTES, CULTURES AND EXPERIENCES?

STUDENT OUTCOMES

The student will recognize the world's physical and cultural diversity through the study of geography, religions, arts, literatures, languages, leisure activities, social customs, mores and technologies of other cultures. (No. 1)

The student will appreciate the variety of cultural expressions found in all parts of the world: religious celebrations, literature, the arts, interpretations of history, social customs, and mores. (No. 10)

CONNECTIONS ACROSS THE CURRICULUM

Understands the safety, etiquette, history, techniques, benefits and fundamental skills of games, dances, and music.
(PE, Health, SS, Arts)

Recognizes the diversity of cultural attitudes and practices, and the ways in which these cultures enhance and/or detract from environmental quality.
(Sci, SS, Arts)

Accepts the integrity and importance of the individual in his/her culture and appreciates the multicultural nature of our society and the world.
(SS, LA, FL, Arts)

Understands metric measurements.
(Math, Sci, Ind Ed, FL)

Understands political policies of different nations.
(SS, FL)

Realizes that scientific truths must be pursued through research even if unpopular or not immediately applicable.
(Sci, Math)

Understands the ethnic origins and fundamental movements of the games/activities/dances taught.
(Art, PE, FL)

Recognizes and appreciates individual differences.
(Arts, LA, SS, Ind Ed)

Interacts with peoples from other countries through the visual and performing arts.
(Arts)

RATIONALE 3: WORLD CHANGES, BOTH PHYSICAL AND HUMAN, IMPACT OUR LIVES

TEACHER'S FOCUSING QUESTION: DO I PROVIDE MY STUDENTS THE OPPORTUNITY TO SEE THAT WORLD CHANGE IMPACTS OUR LIVES?

STUDENT OUTCOMES

The student will understand how a society's past affects the present, and that societies often make decisions about the future based upon the past. (No. 3)

The student will recognize change as a natural part of life and be able to deal with it effectively. (No. 17)

CONNECTIONS ACROSS THE CURRICULUM

Explores a sample of past events through the study of history.
(SS, FL)

Traces the influences that events and peoples of the past have had on the present.
(SS, LA, Math, FL)

Understands examples of human impact on the environment.
(Sci, SS, Math)

Understands that people need to conserve the earth's natural resources.
(Sci, SS, Math)

Recognizes that historical advances (in science) have been influenced by the cultural conditions of the time period.
(Sci, LA, Arts, FL)

Gives examples of how science has contributed to the mental and physical well being of people and society.
(Sci, Health)

Recognizes that advances in science and technology have been influenced by the cultural conditions of the time period.
(Sci, SS, FL)

Studies how physical environments provide a culture with choices, and how a culture influences the physical environment.
(Sci, SS, FL)

Anticipates future situations and problems.
(Sci)

Understands that events have antecedents and consequences and that to some extent, human beings can anticipate and shape change.
(SS)

Realizes that change is inevitable and can be either beneficial or harmful.
(SS)

RATIONALE 4: INTERNATIONAL COOPERATION IS NECESSARY IN RESOLVING WORLD ISSUES

TEACHER'S FOCUSING QUESTION: DO I PROVIDE MY STUDENTS THE OPPORTUNITY TO SEE THAT INTERNATIONAL COOPERATION IS NECESSARY IN RESOLVING WORLD ISSUES?

STUDENT OUTCOMES

The student will identify contemporary issues such as hunger, population, pollution, resources allocation, human rights and conflict resolution and be able to explain their international implications. (No. 4)

The student will realize the importance of personal involvement and active citizenship regarding international problems and issues. (No. 11)

CONNECTIONS ACROSS THE CURRICULUM

Understands the need for peaceful relationships among nations.
(SS, FL)

Understands the concept of global citizenship.
(Ind Ed, SS, FL)

Understands that human interaction and conflict resolution are hindered when one or both parties use a language other than his/her primary language.
(FL, SS)

Becomes an autonomous, confident global problem solver.
(Math, Sci, FL)

Develops and utilizes the knowledges and skills necessary for cooperative action on behalf of the world community.
(Sci)

RATIONALE 5: INTERNATIONAL ISSUES REQUIRE INFORMATION ANALYSIS, DECISION-MAKING AND PARTICIPATION

TEACHER'S FOCUSING QUESTION: DO I PROVIDE MY STUDENTS THE OPPORTUNITY TO SEE THAT INTERNATIONAL ISSUES REQUIRE INFORMATION ANALYSIS, DECISION-MAKING AND CITIZEN PARTICIPATION?

STUDENT OUTCOMES

The student will be able to identify geographic locations and have a basic understanding of geographic relationships. (No. 2)

The student will be able to gather, analyze and evaluate national and international issues from a variety of geographical, political, social, cultural and economic perspectives. (No. 13)

The student will be able to respond in an informed manner to national and international issues and to make conscious decisions regarding them. (No. 14)

CONNECTIONS ACROSS THE CURRICULUM

Understands and is able to select and apply various problem-solving strategies in dealing with situations.
(Math, SS, Sci, Ind Ed)

Makes informed judgments about the arts and the relationship of the arts to the histories, cultures, and environments of the world's people.
(Arts, Sci, Math, SS)

Evaluates nuclear energy issues: power, proliferation, armament, waste disposal.
(Sci, SS, Ind Ed, Health, FL)

Understands how the past and present help guide decisions about the future.
(SS, FL, Sci)

Determines facts based on information gathered and processed.
(SS, FL, LA, Sci)

Perceives and demonstrates active participation in citizenship as a civic responsibility.
(SS, FL)

Is aware of critical international issues such as hunger, population, conflict resolution, environmental concerns.
(Ind Ed, Health, Sci, SS, FL)

Is able to make informed judgments about the arts to the histories, cultures, and environments of the world's people.
(Arts, Sci, SS, FL, LA)

Learns to apply rational and creative thinking processes to individual problems and to general technology and environmental problems.
(Sci, Math, FL)

Expresses an opinion on societal issues using knowledge of science and technology to support that opinion.
(Sci, LA, Sci, Math, FL)

Gathers and uses data from a variety of sources.
(SS, LA, FL, Sci, Math)

Interprets and analyzes information.
(SS, LA, FL, Sci, Math)

Evaluates information and products.
(SS, LA, FL, Sci, Math)

Determines facts and makes decisions based on information gathered and processed.
(SS, LA, FL, Sci, Math)

Develops values, aspirations, and attitudes promoting personal involvement of the individual with the environment and society.
(Sci, SS)

RATIONALE 6: THE ECONOMIES OF WASHINGTON STATE AND THE NATION ARE LINKED TO WORLD TRADE AND INFLUENCED BY INTERNATIONAL ISSUES AND EVENTS

TEACHER'S FOCUSING QUESTION: DO I PROVIDE MY STUDENTS THE OPPORTUNITY TO UNDERSTAND THAT THE ECONOMIES OF WASHINGTON STATE AND THE NATION ARE LINKED TO WORLD TRADE AND INFLUENCED BY INTERNATIONAL ISSUES AND EVENTS?

STUDENT OUTCOMES

The student will realize the potential impact on Washington State of decisions/actions occuring in other parts of the world and, conversely, will understand that decisions/actions originating in Washington State may affect other parts of the world. (No. 7)

CONNECTIONS ACROSS THE CURRICULUM

Understands what geographic and economic features make their region unique.
(SS, FL)

Identifies those agencies that promote cooperation and trade among nations.
(FL, SS, Ind Ed)

Recognizes existence of multi-national corporations.
(Ind Ed, SS, FL)

Makes reasoned judgments about major economic questions facing society and themselves.
(SS, Sci, Math)

Understands the necessity to be vocationally prepared for varying national and international employment demands and opportunities.
(Ind Ed, FL)

Understands the interdependence of their own community and the world.
(SS)

RATIONALE 7: SENSITIVITY TO INTERNATIONAL PERSPECTIVES AND HUMAN RIGHTS INCREASES THE LIKELIHOOD OF PEACEFUL AND HARMONIOUS RELATIONS AMONG PEOPLE OF THE WORLD

TEACHER'S FOCUSING QUESTION: DO I PROVIDE MY STUDENTS THE OPPORTUNITY TO UNDERSTAND THAT PEACE AND HARMONY IN THE WORLD CAN BE ACHIEVED BY INCREASED SENSITIVITY TO INTERNATIONAL PERSPECTIVES AND HUMAN RIGHTS?

STUDENT OUTCOMES

The student will recognize and respect the right for people to hold diverse cultural values, behaviors, religious beliefs, political orientations and perspectives. (No. 9)

The student will recognize the importance of considering issues from the perspective of other nations and/or groups of people. (No. 12)

CONNECTIONS ACROSS THE CURRICULUM

Responds to literature as an expression of a culture or value system.
(LA, SS, FL, Arts)

Actively responds to diversified literature through integrated activities.
(LA, SS, FL, Arts)

Appreciates values, aspirations and attitudes that promote personal involvement of the individual with the environment and society.
(Sci, SS, Arts, PE)

Understands values and beliefs generally accepted and practiced within a culture.
(FL, SS, LA, PE, Health)

Is aware of the human rights of people everywhere.
(SS)

Understands the perspective of another.
(LA, SS, FL)

Understands U. S. history as seen by individuals in other nations (alternative interpretations).
(SS, LA, FL)

Accepts the idea that there may be different perceptions and approaches to solving the same problem.
(PE, Math, Arts, FL, SS)

RATIONALE 8: KNOWLEDGE OF LANGUAGES AND INTERACTION WITH DIVERSE CULTURES ENHANCE GLOBAL UNDERSTANDING

TEACHER'S FOCUSING QUESTION: DO I PROVIDE MY STUDENTS THE OPPORTUNITY TO UNDERSTAND THAT HUMAN UNDERSTANDING RESULTS FROM KNOWLEDGE OF ENGLISH, OTHER LANGUAGES AND INTERACTION WITH OTHER CULTURES?

STUDENT OUTCOMES

The student will be able to interact and communicate effectively with peoples from other countries and cultures in English and in at least one other language. (No. 16)

The student will be able to function effectively in diverse environments. (No. 15)

The student will demonstrate a positive, life-long interest in learning about other people, their languages, cultures, and ways of life. (No. 8)

CONNECTIONS ACROSS THE CURRICULUM

Develops an awareness of a variety of artistic expressions and styles.
(Arts, LA, PE, Ind Ed, SS, FL)

Is aware of non-western foundations for mathematics and numeric systems.
(Math, Sci, FL)

Responds to literature in such ways that help him/her know more about self and others and more of what it is to be human.
(LA, FL, SS)

Understands law and legal systems and how they reflect societies they represent.
(SS, Ind Ed, FL)

Experiences the utility of a foreign language through interaction with native speakers of that language.
(FL, LA)

Uses a foreign language to perceive his/her own culture.
(FL, LA, SS)

Gains a deeper understanding of his/her native language through the study of another language.
(FL, LA)

Experiences the authenticity of a foreign culture through the language of that culture.
(FL, SS, LA)

Analyzes the appropriateness of foreign words, phrases, and body language for a given cultural situation.
(FL, SS, LA)

Uses his/her language to effectively convey thoughts and feelings with people of different countries.
(LA)

Selects the level of language appropriate for a variety of formal/informal interaction with people of other cultures.
(SS, LA, FL)

Develops preciseness in communicating ideas to others.
(SS, LA, FL)

Comprehends a foreign language beyond strictly survival needs.
(FL)

Examines political, social, and economic issues in the foreign language.
(SS, FL)

SECTION 4 — OUTCOMES AND ACTIVITIES

"To be really cosmopolitan a man must be at home even in his own country."

--Thomas W. Higginson

"The world is a book, and those who do not travel, read only a page."

--St. Augustine

"What we have to learn to do, we learn by doing."

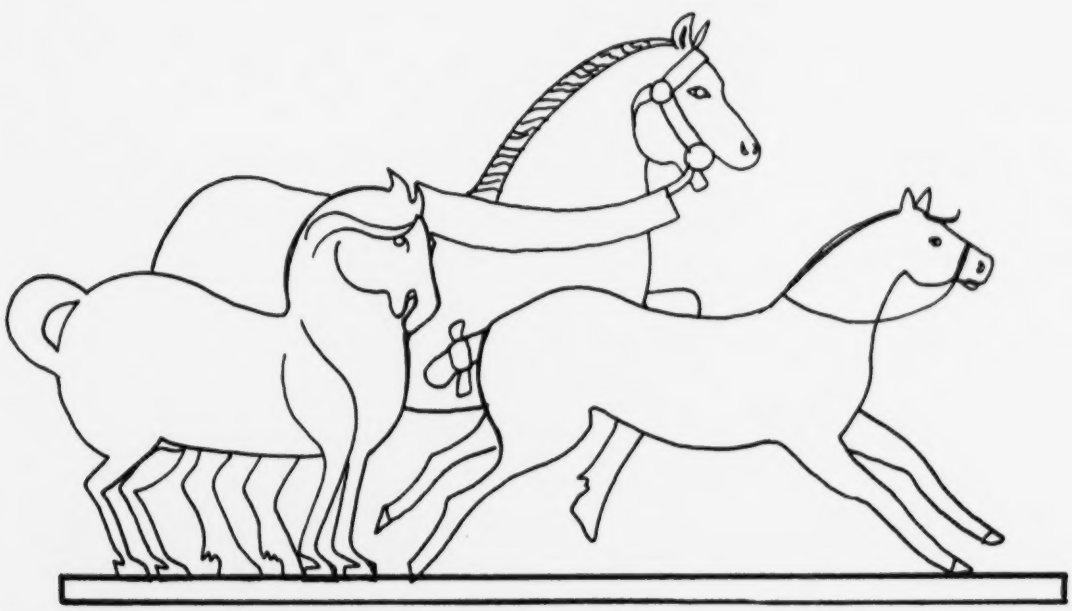
--Aristotle

"The most which help you most are those which make you think the most."

--Theodore Parker

~ ~ ~

Included in this section are sample activities for the students. They are suggestions only and may serve as a starting point from which the teacher can develop his or her own activities.



OUTCOME NO. 1 - KNOWLEDGE

The student will recognize the world's physical and cultural diversity through the study of geography, religions, arts, literatures, languages, leisure activities, social customs, mores, and technologies of other cultures.

Sample Activities for Students:

1. Identify similarities and differences Washington State may have with another country that is located on the same latitude.

2. Review printed advertisements from other countries identifying similarities and differences with American advertisements.

3. Research another country/culture and create an advertisement (printed, video, audio) aimed at the people of the country. The production should be explained in terms of cultural influences.

4. Read non-Western literature and explore common human themes and similar and different ways to resolve needs or problems.

5. After two large teardrops are drawn by the teacher, write or draw a reason a child from the U. S. might be crying and do the same for a child from another country.

6. Learn lullabies, rhymes, songs or folktales from other countries and share with other students.

7. Write letters to a pen-pal in another country.

8. Interview an older person seeking information on their heritage.

9. Listen to an exchange student present information about his/her home country.

OUTCOME NO. 2 - KNOWLEDGE

The student will be able to identify geographic locations and have a basic understanding of where events occur in the world.

Sample Activities for Students:

1. Bring news articles on international incidents and locate the areas referred to in the articles.
2. Trace the routes of products or resources that originate in one country such as oil, wheat, automobiles, or electronic equipment and are then exported to other countries.
3. Create a community based on its location according to specified longitude and latitude.
4. Select a country and one of its prominent geographic features and analyze its impact on that country.
5. Select a country and study its relationship to Washington State.
6. Prepare a short geographic description of a country that trades with Washington State.
7. Identify and research a global issue that is impacting several countries. Share information with class.
8. Study a time zone map and figure out what time it is in different parts of the world.
9. Identify a unique feature or product used by a small group of countries. Find those countries on a map.
10. Identify on a large map the location of their heritage.

OUTCOME NO. 3 — KNOWLEDGE

The student will understand the ways in which a society's past affects the present, and that societies often make decisions for the future based upon the past.

Sample Activities for Students:

1. Track origins of artistic expressions or architectural forms that are present in our society.

2. Brainstorm a list of contributions in science, medicine, and mathematics from other cultures that have influenced society.

3. Research and discuss the impact of religions on society—both past and present.

4. Conduct a historical study of policies and practices leading to the present day issues of racism, sexism, and nationalism among developing nations. Other research topics may include colonialism, slavery, industrialization, and technology.

5. Identify a recent major technology breakthrough. Select three countries (developed, developing and least-developed) in which the technology will be implemented. Report on the impact of technology on each of the countries accounting for each country's past as well as present situation.

6. Make a timeline of historic events in their own life highlighting major events. Extend the timeline an equal distance into the future and predict what might happen in the future.

7. Study the many forms of energy, how they work, how past societies coped without present energy sources and what societal needs generated the uses of the energy resources. Study the products or services that are currently being used (e.g., typewriter, photocopier).

8. Discuss school rules and explore the reasons for them.

9. Make a picture book..."My mother/father used to do...", "I do...", "My children will do...".

OUTCOME NO. 4 - KNOWLEDGE

The student will identify contemporary issues such as hunger, population, pollution, resources allocation, human rights and conflict resolution and be able to explain their international implications.

Sample Activities for Students:

1. Identify the international efforts to minimize the threat of nuclear proliferation and world annihilation.

2. Select an international issue, research it and then create a plan of action which might help alleviate it and identify the consequences resulting from the plan's implementation.

3. Collect news articles on world issues and evaluate them in terms of their impact on themselves, their neighborhood, city, state and country.

4. Study local hunger problems. Compare to international hunger problems.

5. Brainstorm global issues. Select an issue and study extensively. Collect articles. Weekly share articles and mount on flip chart. Throughout school year, use charts as springboards for writing, discussion and research. Expert groups form "global issues panels." Present panels in class, to grade levels or whole school.

6. Plan appropriate activities for World Food Day in October and other days of international significance.

7. Create a booklet, "If I was in charge of the world...".

8. Complete booklet of questions: "What makes me angry and why," "What makes me happy and why," "What makes the world happy and why," and "What can make the world angry and why."

OUTCOME NO. 5 - KNOWLEDGE

The student will have an understanding of global systems, including ecosystems, political systems, and social systems that impact nations and individuals.

Sample Activities for Students:

1. Research significant resources used by humans on a global scale. Discuss their use and regeneration. Include in the discussion the role of international cooperation.

2. Study the effect of transnational media on political systems, i.e., Radio Free Europe, Radio Moscow, Voice of America, etc.

3. Having been teamed in groups of five, with each member having a different colored crayon, draw a realistic picture.

4. Compare and contract various political systems used in different countries.

5. Examine the United Nations and research its different departments such as UNESCO, WHO, etc.

6. Study how individuals around the world can telephone each other through the use of satellites.

7. Gather data on the ecosystem of their community. Present the findings with charts, graphs or illustrations. Compare and contrast their own ecosystem to another country.

8. Example damage done on the ecosystem by its abuse (e.g., acid-rain, reduction of rain forests, use of DDT).

9. Discuss what problems have to be resolved in developing an international airlines route. Apply same question to other activities requiring international cooperation.

OUTCOME NO. 6 - KNOWLEDGE

The student will understand the complexity of international economic systems and the requirements for success in international trade and employment.

Sample Activities for Students:

1. Develop a list of careers associated with international business and trade. Identify and discuss skills required for the listed jobs and potential for growth.

2. Convert U. S. dollars into foreign currency of a country students select for a vacation. If possible, go to bank and convert a small amount of money and bring currency to class to share with students. Discuss that happens with the U. S. dollar goes up or down in value.

3. Using the metric system, develop measurements for a hypothetical house that is to be built. Identify countries that use metric units of measurement.

4. Identify Washington State companies that export their products (either manufactured or agricultural) overseas. Write them a letter seeking information regarding their destination, volume sold abroad, etc.

5. Visit a service agency promoting international trade and discuss with staff person the agency's purpose, role, source of funding, etc.

6. Collect labels of products made overseas and sold locally. Prepare a visual presentation illustrating the extent of international trade between the United States and the world.

7. Collect news articles about events which may have impact on trade and economic relations. Present paper analyzing relationship between events and world trade (discovery of a new oil field, civil war in South Africa, drought in America's mid-west, etc.).

8. Select a hypothetical business to start up which will sell its product abroad. Identify the steps, materials, problems, etc. that will have to be addressed.

9. Research a foreign country and identify something that may be needed there. Discuss your approach in developing and selling that product.

10. Read an article about a company doing business overseas. Discuss the experiences leading to its success or failure.

OUTCOME NO. 7 - KNOWLEDGE

The student will realize the potential impact of decisions/actions occurring in distance parts of the world on Washington State and, conversely, will understand that decisions/actions originating in Washington State will affect other parts of the world.

Sample Activities for Students:

1. Survey places where Washington State's international trade is occurring such as one of the ports in the Puget Sound area, storage facilities for agricultural products for overseas markets, trade fairs, or manufacturing plant of export products.

2. Listen to community resource people (e.g., business owners, bankers, port commissioners, Pacific Rim specialists) discuss Washington State's role in international trade.

3. Obtain a list of Washington State imports and exports and present the information in a variety of visual formats (e.g., poster, collage, flip chart, etc.).

4. Check labels on clothing to identify the point of origin and discuss reasons for this.

5. Generate a list of controversial international issues such as illegal fishing, oil pipelines or transport, global greenhouse effects and explore their connection to Washington State.

6. Collect national and international news articles from a variety of sources and organize them into a binder with notes on their relationship to Washington.

7. Study one or more of Washington's ethnic communities identifying reasons for their immigration, their early history and their current situation.

8. Write letters to elected government officials (e.g., governor, state representative or mayor) asking the individual's position on international trade.

OUTCOME NO. 8 - KNOWLEDGE

The student will demonstrate a positive, life-long interest in learning about people, their countries, languages, cultures, and ways of life.

Sample Activities for Students:

1. Participate in a letter/audio/video exchange with students from other countries.
2. Participate in a student exchange program.
3. Enroll in a second language course.
4. Select a language to learn words, phrases and cultural information.
5. Select a country or culture and research background on several aspects of it, retaining the information in a binder.
6. Select music from another culture. Research it and share the information with other students.
7. Learn the steps and significance of folk dances of another country and teach other students how to perform it.

OUTCOME NO. 9 - ATTITUDES

The student will recognize and respect the right of people to hold diverse cultural values, bahaviors, religious beliefs, political orientations and perspectives.

Sample Activities for Students:

1. Obtain information on various gestures used by peoples in different countries. Share them with other students discussing differences and similarities.

2. Study customs in other countries or cultures affecting teenagers such as dating, courtship, marriage, family structure and relationships, education. Compare and contrast them to those practiced in the U. S.

3. Analyze the causes of major civil conflicts that have occured past and present. Suggest possible alternatives for resolution.

4. Listen to an exchange student's discussion of his/her experiences in America.

5. Discuss local, national and international controversial issues and vote on them.

6. Research the position of a principal group or country in a controversial issue. Role play a debate with other students who have researched the opposing position.

7. Prepare a booklet: "Views I share with my family...," "Views I differ from my family...".

8. Discuss stereotyping, problems it creates, and how stereotypes are created, reduced or eliminated.

9. Construct a lifestyle and rules for different sets of environmental conditions.

10. Collect articles from newspapers from other countries regarding issues in which America is involved. Analyze articles and discuss the perspective presented in the articles.

11. Research the lives of political heroes in other countries (both Western and non-Western).

12. Prepare a newspaper article on an international issue from the perspective of another country.

13. Develop a chart of the major beliefs of the different religions. Discuss their role in guiding society.

OUTCOME NO. 10 - ATTITUDES

The student will appreciate the variety of cultural expressions found in all parts of the world: religious celebrations, literature, the arts, interpretations of history, social customs, and mores.

Sample Activities for Students:

1. Have the students participate in...
   ~Celebration of ethnic day
   ~Cultural fairs
   ~International day

2. Distribute a variety of literature from different countries to the students. Choose a universal theme and have students trace it through the different works.

3. Have students read/perform/view ethnic plays.

4. Have students study foods from other countries. If possible, have the students prepare and taste the foods. Instruct them to explore why certain ingredients are used.

5. Introduce different math systems used in other cultures. Discover the patterns in those systems.

6. Find out when a local museum is exhibiting art from another country or culture. Bring students to the exhibit. Have the students read materials relevant to the exhibit.

7. Have visitors from a recently-arrived group speak to the students discussing his/her community's adjustment to the American society.

8. Obtain English newspapers from other countries. Assign students to read articles from these newspapers on issues covered in the American press. Show students how to analyze newspaper articles exploring different perspectives and exploring the underlying motives.

OUTCOME NO. 11 - ATTITUDES

The student will realize the importance of personal involvement and active citizenship regarding international problems and issues.

Sample Activities for Students:

1. Research an international organization such as Amnesty International, Physicians for Social Responsibility, World Park, UNICEF, etc.

2. Participate in an organization which addresses a local, national or international issue. Prepare a report on the experience.

3. Read a book on the life of a person whose life has had impact on a nation or the world (either Western or non-Western). Prepare a book report. Share it with the class.

4. Participate in a civic-action project. Report to the class on the experience.

5. Research an endangered species. Find out why the species is endangered. Participate in the effort to save the species.

6. Design an individual action place that demonstrates "think globally, act globally."

7. Write a letter to an elected government official about a civic concern or about a law that should be changed. Invite them to class to discuss the concern.

8. Research social movements in the United States or in another country. Focus on individual action(s) which contributed to its success.

9. Write a letter to Congressional representatives, the President, and others expressing a point of view on an international issue.

OUTCOME NO. 12 - ATTITUDES

The student will recognize the importance of considering issues from the perspective of other nations or groups of people.

Sample Activities for Students:

1. Role play the UN Security Council dealing with a contemporary issue.
2. Write a paper on a contemporary American issue from the perspective of another cultural group.
3. Research the efforts of third world countries attempting to become more industrialized.
4. Write to pen-pals from another country asking them to discuss their views on an international issue.
5. Collect articles from overseas news sources regarding an international incident or event. Summarize and analyze them comparing and contrasting their perspective to America's.
6. Research a current international conflict. Present a plan to resolve the conflict identifying the consequences for each side.
7. Identify an at-home issue with parent(s) or sibling(s) and discuss how each participant views the issue.
8. Research the views of humankind from the different religions. Discuss the implications regarding social or political issues for their followers.

OUTCOME NO. 13 - SKILLS

The student will be able to gather and analyze national and international issues from a variety of geographical, political, social, cultural, and economic perspectives.

Sample Activities for Students:

1. Study and interpret data charts and reports on other countries, i.e., GNP, literacy rate, population by age, and form of government.

2. Create generalizations from information on different countries.

3. Discuss the uses and abuses of statistics.

4. Analyze news articles from several sources for their objectivity or propaganda value.

5. Select an issue with international implications. Collect articles from newspapers of the involved countries. Prepare a position paper summarizing the articles.

6. Conduct an opinion poll of the class or other group of students regarding an international issue. Analyze the results of the poll and prepare a report.

7. Read a major work written by a political leader of another country (e.g., Marx, Mao, Che Gueverra, et. al.). Explore the impact of his/her work on how the citizens of their native country perceive history and current events.

8. Select a country. Analyze the impact of the disappearances of a critical resource on the country.

OUTCOME NO. 14 - SKILLS

The student will be able to respond in an informed manner to national and international issues and to make conscious decisions regarding them.

Sample Activities for Students:

1. Read the works of writers in exile--current and historical.
2. Research and discuss issues of boycotts and other social or political movements.
3. Prepare a position paper on a national or international issue.
4. Explore the issues of draft evasion, pacificism, world peace movements, civil disobedience and the subsequent consequences.
5. Conduct an analysis of an international problem such as acid rain, toxic waste, de-forestation, etc. if left unresolved.

OUTCOME NO. 15 - SKILLS

The student will be able to function effectively in diverse environments.

Sample Activities for Students:

1. List the items needed to live and work in another country (such as Brazil, Pakistan) for a two or three year period.
2. Select the appropriate behavior in ambiguous situations experienced while in another country. Discuss the problems when behavior in one culture may be inappropriate in another.
3. Plan and implement an exchange program with a school in another country.
4. Try to talk without using words containing "R's."
5. Learn words, phrases, and culturally-appropriate behavior for a country they paln to visit.
6. Conform to special rules of behavior assigned by the teacher. Discuss the experience.

OUTCOME NO. 16 - SKILLS

The student will be able to interact and communicate effectively with peoples from other countries and cultures in English and in at least one other language.

Sample Activities for Students:

1. Do a personal interview of an exchange student or visitor.
2. Research body language by people in different countries. Discuss the problems created when individuals from different countries attempt to communicate.
3. Use greetings and polite words from many countries during the school year.
4. Identify words used in the American language which are borrowed from other languages.
5. Host an exchange student in your home for a few days getting to know him/her.
6. Enroll in a language course.
7. Label items in the classroom using other languages.
8. Role play ambiguous situations in another country. Identify potential problems in interpreting the behavior of the individuals involved in the situation.

OUTCOME NO. 17 - SKILLS

The student will be able to recognize change as a natural part of life and be able to deal with it effectively.

Sample Activities for Students:

1. Brainstorm changes experienced during their own lifetime. Examine them and separate them into P(lus), M(inus), and I(nteresting).
2. Write about an invention or technology that has produced major changes in our society.
3. Draw what the world will be like in 40 years.
4. Interview an older person focusing on how they have dealt with major changes in their life or in their lifetime.
5. Trace cultural changes that have occurred in the United States, pointing out the influences of our diverse population on that change.
6. Discuss some major changes that have taken place internationally. Continue the discussion with "What if..." scenarios.
7. Review several national magazines dated ten or twenty years ago. List down some of the differences between now and then. Discuss the changes.
8. Read a science fiction story. Discuss how close reality in the future may be to the story.
9. List some predictions on new technologies or activities that may be in effect five, ten, and 20 years from today. Explain the selections.
10. Plant flowers or vegetables and observe and chart their growth over the school year.

SECTION 5 — AVAILABLE RESOURCES

Sources: Next Step in Global Education: A Handbook for Curriculum Development
Written and Edited by Willard M. Kniep
New York: Global Perspectives in Education, 1987

GLOBAL REACH
Gary Howard, Executive Director
239 N. McLeod
Arlington, Washington 98223

The Office of the Superintendent of Public Instruction thanks Global Reach, Inc., Mr. Gary Howard, Executive Director, for permission to reprint the Next Step in Global Education: A Handbook for Curriculum Development as a part of the International Education Curriculum Guidelines.

I. HUMAN VALUES

Myself and Others, by Alexis Aquina-Mackles, David C. King and Margaret S. Branson, 1979.

Students progress from thinking about themselves in the context of their immediate surroundings to thinking about themselves in the context of the world. Themes treated include interconnections between people, human commonalities and differences, systems, cooperation, and communication. Twenty-five lesson plans contain over 125 skill-building activities. For grades K-5. 70 pages. $5.00 plus 10% of total order for postage and handling.

Contact: Global Perspectives in Education, Inc., 45 John Street, Suite 1200, New York, NY 10038; (212) 732-8606.

R.A.P. on Culture Grades 6-9, by Melinda Shaw Terry, 1982.

This booklet has activities designed to encourage positive one-on-one encounters between students of different cultural backgrounds so that they may understand how they are viewed from other cultures. Primarily for secondary level; can be adapted for elementary grades. Book includes a teacher's guide and student activities to be xeroxed. For grades 6-9. 56 pages. $9.00 plus 8% of total, $2.00 minimum for postage and handling.

Contact: CTIR Publications, University of Denver, Denver CO 80208; (303) 871-2164.

Educating for World Cooperation, by Louise M. Berman and Alice Miel, 1983.

This booklet presents a variety of perspectives on educating for world cooperation. Section 1 discusses major world problems and calls for the reorientation of education as a potential solution. Section 2 deals with the design of such a reorientation and offers three approaches to teaching and curriculum development: knowing, being, and doing. In section 3, five suggestions are given to illustrate how these approaches may be applied. The suggestions are to have students analyze textbooks and nonprint materials, deal with conflict, understand metaphors, make use of anthropology and ethnography, and participate in cross-cultural experiences. Several student activities are suggested: students can enlarge their life-span; arrange for exchange with a "sister" school in another country; explore language, foreign customs, and traditions; compare forms of government and world religions, learn about the world's great documents, study the world economy, attack a global problem, and prepare a catalog of world cooperation agencies. In section 4, starting points are suggested for creating a richer school agenda. An annotated bibliography is included. For grades K-12. 33 pages. 1-9 copies, $4.00 each; 10-24, $3.25 each; 25-100, $2.75 each.

Contact: Kappa Delta Pi, Honor Society in Education, P.O. Box A, West Lafayette, IN 47906. Also available through ERIC, from the ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, VA 22304; (800) 227-3742. Specify ED 235086. Microfiche, $0.78; paper copy, $3.70. Inquire for postage costs.

The SAGE Cross-Cultural Matrix Approach to the Study of Global Environments and Human Inhabitants, by Dr. Richard O. Peters, 1985.

The Humans and Environment Learning Program (HELP) and the Student Awareness of Global Environments (SAGE) approaches are designed to directly and vicariously expose students to natural and social environments and develop their awareness of the character and nature of the different environments in which each individual functions throughout a life time. The program is divided into three grade levels: K-4, 5-8, and 9-12. Concepts, knowledge, and skills acquired in the earlier grades provide the base for later work which combines material from foreign languages, science, and social studies. Each instructional unit is designed to be used with a matrix which organizes information on behaviors; communication; customs; dress, food, and shelter; geography and topography; institutions; social roles and statutes; technology and tools; and values. The matrix is used to identify issues; gather, arrange, and analyze data; develop a testable hypothesis; develop and use a hypothesis test design; and arrive at a conclusion from the test results. The units also include student self-pacing devices for independent study. The matrix and self-pacing devices can be used for studying one culture or for comparative study. Modules for remedial work are available, as well as student assessment materials. Included are sample matrix activities with data cards. For grades K-12. 33 pages.

Contact: Available through ERIC, from the ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, VA 22304; (800) 227-3742. Specify ED258887. Microfiche, $0.78; paper copy $3.70. Inquire for postage costs.

Our World, Its Diverse Peoples. Sixth Grade Social Studies Course Outline, 1983.

This outline provides a context for a comparative study of individuals and societies. The material is divided into 14 sections. The introduction outlines the rationale and a time schedule. Sections 2 through 5 contain objectives, activities, and resources for the study of geography, culture, government, and economy and technology. The remaining sections outline units required in California. Section 6 is a mini-unit on drug awareness. Section 7 consists of vocabulary and student background material for a camp experience in the San Bernardino Mountains. Sections 8 through 14 contain optional units: adaptation, anthropology, technology, earth forces and geology, wildlife problems and protection, and the ecosystem. Teacher introductory material, student activities, and resources are provided for each unit. For grade 6. 97 pages. $6.00.

Contact: Rialto Unified School District, 182 East Walnut Avenue, Rialto, CA 92376. Also available through ERIC, from the ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, VA 22304; (800) 227-3742. Specify ED 245964. Microfiche, $0.78; plus postage. Paper copy not available from ERIC.

Africa South of the Sahara 1986, 1985.

An annual volume of reference information, this publication contains articles from African affairs experts, divided into three parts. Part one deals with continent history and development, part two with African regional organizations, and part three has separate chapters on each of the sub-Saharan countries. For reference use at high school or undergraduate levels. 1089 pages. $135.00.

Contact: Europa Publications Limited, 18 Bedford Square, London, ENGLAND WCIB 3JN; 01-580-8236-8.

Travels With Za-Zoom: The World, 1985.

In this computer game, students travel the world on a magic carpet to visit strange lands and faraway places. At each location, they take on the role of explorer as they observe the clothing, food, climate, animals, and traditional lifestyles of the people. For grades 4-8. $85.00.

Contact: Focus Media, Inc., 839 Stewart Avenue, P.O. Box 845, Garden City, NY 11530; (800) 645-8989 or in NY (516) 794-8900.

Spotlight On...The Africans, by Toby H. Levine, 1986.

This nine-part prime time public television series, which premiered October 1986, is a view of contemporary Africa from inside looking out. The series was originally designed as part of a college-level television course. A teaching guide encourages use of the film as a resource in middle, junior and senior high school social studies class. It contains program summaries, lesson objectives, a glossary, teaching activities and additional resource listings. At least one activity in each set is expected to enhance student development of map, chart reading, and data analysis skills. The nine programs are "Anatomy of a Continent," "The Triple Heritage," "New Gods," "Exploitation," "New Conflicts," "In Search of Stability," "A Garden of Eden in Decay?" "A Conflict of Cultures," and "Africa in the World." For grades 6-12.

Contact: WETA Educational Activities, Box 2626, Washington, DC 20013; (703) 998-2806.

China Connections, 1985.

This ten-week curriculum unit was designed to help students in grades 6-9 teach themselves and think creatively and critically, as well as learn about the culture and people of China. Through the Travel Agent Project simulation, the student takes an active role in planning and completing his/her own education. The unit concentrates on six topics: Territory, Governing Units, Population and Land Use, Landforms, Waterways and Climates. Included in the packet are eight project contracts (approximately 8 pages each), a reference book (194 pages), a teacher's guide (135 pages), a class completion chart, and much more. For grades 6-9. Introductory price is $382.50 plus a 2% discount if paid in full within 30 days of placing the order.

Contact: Community Learning Connections, Inc., 75 Mount Vernon Street, Boston MA 02108; (617) 523-2922.

Non-Western Cultures, 1983.

This computer drill aids students in learning about the people, economy, and geography of the non-western world. Three programs include material on Africa, the Middle East, China, Japan, India, and Latin America. For grades 6-12. $99.00.

Contact: Focus Media, Inc., 839 Stewart Avenue, P.O. Box 845, Garden City, NY 11530; (800) 645-8989 or in NY (516) 794-8900.

Latin America: Curriculum Materials for the Middle Grades, by Virginia G. Gibbs, 1986.

A 400-page set of more than 90 innovative hands-on exercises covering Mexico, Venezuela, Peru, Brazil, Argentina, Central America, and the Caribbean for teachers in the middle grades by the Center for Latin America at the University of Wisconsin-Milwaukee. Each lesson begins with a detailed teacher's outline which highlights the key concepts, vocabulary, materials, related activities, and references for the exercise. These outlines also aid teachers in targeting the lessons to a more advanced or elementary level, making the collection a valuable resource for any K-12 classroom. Containing easily reproducible materials, this unbound, 3-hole, 8 1/2" set has been indexed both by country and by concept. Another feature of this collection is a 20-page appendix of inexpensive current resources for teaching about Latin America. For grades 4-8, adaptable to K-12. 400 pages. $19.95 each, plus $2.50 postage & handling (WI residents add 5% tax).

Contact: The University of Wisconsin-Milwaukee, College of Letters and Science, Center for Latin America, P.O. Box 413, Milwaukee, WI 53201.

The World of Islam, Independent Broadcasting Associates, 1985.

The World of Islam is a 13-part series of half-hour radio documentaries exploring Islam as a faith, culture, and political ideology. Over 200 Muslims of both sexes in 15 Muslim countries, and representing a crosssection of occupations and opinions, were interviewed in 1982/83. The series, first broadcast in 1984, emphasizes the breadth and cultural unity of the Islamic world, while stressing the diversity within that unity. For grades K-12. Funded by the National Endowment for the Humanities, the series is available in 60-minute cassettes, each containing two programs at a cost of $10.00 per cassette. Transcripts and study guides for all levels of education are also available.

Contact: The World of Islam, P.O. Box 342, Concord, MA 02742.

Teaching About Cultural Awareness (English and Spanish), by George G. Otero and Gary R. Smith, 1982.

This set of classroom materials can be used with grades 4-12 in English and at three different levels of proficiency in Spanish: beginning, intermediate, and advanced. Four major concepts in developing cultural aware-

ness are: Perception, Culture, Discrimination, and Institutional racism. This unit is designed to raise consciousness about cultural differences. Activities help students (a) become aware of the diversity of ideas and practices found in human societies and to compare them; and (b) recognize their own cultural preconditions and how one's cultural perspective affects perception. In the Spanish edition, students will experience their own cultural awareness through role playing, gaming, and the use of community resources, while improving their fluency in Spanish. For grades 4-12. 235 pages. Available in a set entitled "Bilingual Books," which includes: Teaching About Diversity (in Spanish), for grades 9-12; Hispanic Folksongs and Introduction, for grades K-12; and Hispanic Folksongs, Bilingual Program, also for grades K-12 (Folksongs comes with cassette tapes). Set costs $25.00 plus 8% of total order, $2.00 minimum for postage and handling.

Contact: CTIR Publications, University of Denver, Denver, CO 80208; (303) 871-2164.

Teaching About Diversity: Latin America (in Spanish, with Student Handouts), Kenneth A. Switzer and Charlotte A. Redden, 1982.

Designed for grades 9-12 at two Spanish proficiency levels, intermediate and advanced, this unit stresses the complexity and diversity of the world community, using the Latin American region as an example, offering an opportunity through which to begin an understanding of the cultural richness and conflict which diversity brings. The material falls into three sections in which students: (1) identify their current knowledge of diversity, and are confronted with the significance of the concept in general and for Latin America in particular; (2) explore diversity in the context of communication, interdependence, conflict, and change; (3) consolidate their understanding of Latin American diversity by identifying how their views have changed as a result of the activities. Because the handouts for activities are in Spanish, students can increase their facility in another language while gaining an understanding of the social context in which the language is spoken. Grades 9-12. 233 pages. Available in a set entitled "Bilingual Books", which includes: Teaching About Cultural Awareness (in Spanish and English), for grades 4-12; Hispanic Folksongs and Introduction, for grades K-12; and Hispanic Folksongs, Bilingual Program, also for grades K-12 (Folksongs comes with cassette tapes). Set costs $25.00 plus 8% of total order, $2.00 minimum, for postage and handling.

Contact: CTIR Publications, University of Denver, Denver, CO 80208; (303) 871-2164.

Teaching About Francophone Africa, by Merry Merryfield and Adam Timbo, 1983.

This material presents high school level materials designed to help the student (1) explore the history and geography of Francophone Africa; (2) examine French influences in contemporary Africa; (3) recognize and appreciate cultural differences and similarities in values and perspectives; (4) develop positive attitudes towards the study of Africa; and (5) place French colonization and African culture in a global context. It offers background readings, lessons, and activities. Some materials are in French. Lists sources of additional materials on Francophone Africa. For grades 9-12. Unpaginated. $5.00 postpaid.

Contact: Indiana University, African Studies Program, Woodburn Hall, Bloomington, IN 47405; (812) 337-7587.

Culture's Storehouse: Building Humanities Skills Through Folklore (Intercom no. 90/91), by Judith M. Barnet, 1978.

This issue of Intercom is designed to help students develop a constructive attitude toward human diversity through the study of other cultures' myths, tales and traditions. Lessons and activities, which also develop reading, writing and analytical skills, focus on: stories about important events in the human life cycles, "origin" stories that explain how things came to be; stories which reveal cultural beliefs about human nature; and stories that define a culture's relationship to the environment. Helps students gain insight into themselves as they begin to understand how perceptual differences and values influence thoughts and actions. For grades 7-12. 72 pages. $5.00 plus 10% of total order for postage and handling.

Contact: Global Perspectives in Education, Inc., 45 John Street, Suite 1200, New York, NY 10038; (212) 732-8606.

Two First Person Accounts of Intercultural Experiences, by Julie Gehl and Rebecca Karl, 1984.

"But I Am Danish(?)" is Julie Gehl's personal account of her twelve months in Africa during 1979-80 living with a black African family in Kenya. She shares with the reader her sense of culture shock upon her return to Denmark as she evaluates the Danish and Kenyan outlooks on life, family and relationships, as well as the two worlds that exist in Kenya between the black and white citizens. Life in Taiwan at the time of the Chinese Lunar New Year is described by the foreign girlfriend of a young man visiting his family for the biggest holiday of the year. "A-doka" is Rebecca Karl's account of her reaction to family life in Taiwan, its holiday traditions and everyday customs. 26 pages. For grades 9-12. Free of charge.

Contact: AFS International/Intercultural Programs, 313 East 43rd Street, New York, NY 10017; (212) 661-4550.

Latin American Crafts: A Resource Guide—Interdisciplinary Studies Grade 6, by Joyce St. Germaine and Nancy Turski, 1982.

These crafts and activities are intended to be used to supplement the social studies, foreign language, and art program. With historical background on art, music, and religion, instructions are given for ajos dedios, molas, musical instruments (drums and bells, flutes, maracas), yarn collage, finger weaving, Mayan glyph pendants, the cooking of Mexico, and Mexican children's games. For grade 6. 46 pages. $6.00 postpaid. Checks payable to West Hartford Public Schools Curriculum.

Contact: West Hartford Public Schools, P.O. Box 47, West Hartford, CT 06107; (203) 236-6081.

Curriculum Theme Guides Series, 1983/1984.

Four curriculum theme guides are currently available on the topics: (1) Understanding Our Cultural Diversity; (2) World Literature; (3)Language; (4) World Cultures. Each guide includes a rationale, teaching goals, a matrix of teaching strategies and resources, lessons for grades K-12, and a working bibliography. For grades K-12. $10.00 each postpaid. Make checks payable to SPICE.

Contact: Stanford University, SPICE, Lou Henry Hoover Building, Room 200, Stanford, CA 94305; (415) 497-1115.

Japan Meets the West: A Case Study of Perceptions, 1984.

This collection of articles and student handouts, designed for use in secondary grades (9-12), examines historical contact between Japan and the West as a means of introducing the concepts of perception/misperception, stereotype, and ethnocentrism. It aims to let students achieve awareness of other cultures through the perspective of another nation or ethnic group, as well as through the cultural lenses of their own society. Student handouts consist of historical readings about Western travelers to Japan and their impressions, followed by a series of questions and written activities. Included are a list of terms and definitions, a bibliography, and 30 slides plus an accompanying script to compose a slide inquiry lesson. For grades 9-12. 122 pages. $21.95, plus 8% of total, $2.00 minimum, for postage and handling.

Contact: CTIR Publications, University of Denver, Denver, CO 80208; (303) 871-2164.

Americans Speak Foreign Language All The Time, by Lorraine A. Strasheim, 1983.

This publication focuses on the global origins of common English-language words. Information is provided for teachers and students on the background of selected English words. It also includes suggested class activities. Suitable for grades 4-12. Two pages. Free of charge.

Contact: Indiana University, West European Center, Ballantine Hall 542, Bloomington, IN 47405; (812) 335-3280.

Seedling Series: Short Story International (vol. 5, no. 17), 1985.

Short Story International publishes quarterly a two-series set of student fiction by writers from all over the globe. One of them, the Seedling Series, for the elementary student, features international stories about young people living in such places as Japan, Turkey, England, and Zimbabwe. The March '85 issue has titles like "May Ying and the Aerobatic Show" and "The Peace Cake." For grades K-6. 64 pages. $3.75 (paperback), postpaid.

Contact: International Cultural Exchange, 6 Sheffield Road, Great Neck, NY 11021.

Of Codes and Crowns: The Development of Law, by Coral Suter and Marshall Croddy, 1983.

This booklet, the first of a five-part series entitled the Law-In-Social Studies Program, focuses on the development of law. The chapters of this booklet deal with law in prehistoric societies, the earliest known written law (Hammurabi's Code), the role of law in the resolution of conflict in ancient Greek civilization, the development of English Common Law, and the development of legal authority in Renaissance Florence. Suitable for 7-12 grade students. Includes photographs. Instructor's Manual, 112 pages; student booklet, 48 pages. Instructor's Manual and one student booklet, $15.00. Additional student booklets, $4.50. Classroom set (includes instructor's manual and 30 student booklets), $135.00. $2.00 handling charge for each order.

Contact: Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005; (213) 487-5590.

In Search of Mutual Understanding: A Classroom Approach to Japan, 1985.

This unit reflects the authors' belief that the quality of future relationships with Japan, as with other nations, depends in large measure upon the images that the young people of each nation develop regarding the other. Based upon the findings of the Japan/United States Textbook Study Project, it offers a variety of lessons, exercises and activities designed to help teachers in their efforts to provide students with accurate, up-to-date information and impressions about Japan. It focuses on major human activities such as religion, language and education, and suggests a variety of ways to make teaching about Japan more interesting. This is a joint project of the Social Studies Development Center and the Center for Teaching International Relations. For grades 7-12. 92 pages. $19.95, plus 8% of total order, $2.00 minimum, for postage and handling.

Contact: CTIR Publications, University of Denver, Denver, CO 80208; (303) 871-2426.

Educational Resource Materials on Soviet Society, 1985.

Successfully tested curricular materials on Soviet society, designed to encourage high school students to learn about and create for themselves a working image of the Soviet Union. These materials closely examine Soviet society and the ways in which it is similar to, and different from, American society. Appropriate to Social Studies or History units on the USSR are: (1) "In Search," a 10-page story about the conflicting values of two generations in a Moscow family ($3.00 each); (2) "The Riddle," a 20-page short story about tragedy that befalls a rural Russian school ($4.00 each); and (3) a subtitled video, "I Don't Want to be Grown Up," in which students take part in a "Stop Action" activity and attempt, midway into the film, to complete the story line which concerns a near accident on a Moscow street. With teacher's guide, $25.00 per copy. All video formats. A guide to resources for teaching about the USSR is included. For grades 9-12.

Contact: Sarah H. deKay, President, Focus on Soviet Reality, Box 46, New York, NY 10113; (212) 242-7325.

II. GLOBAL SYSTEMS

A. Economic

Bringing A Global Perspective to Economics, edited by Robert B. Woyach, 1983.

This book contains lessons designed to add a global dimension to topics usually dealt with in a high school economics course. Included are lessons on global food production, foreign investment, multinational corporations, international cartels, and international petroleum production, trade, and dependence. For grades 9-12. 118 pages.

Contact: Available through ERIC, from the ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, VA 22304; (800) 227-3742. Specify ED 274603. Microfiche, $0.78; paper copy $11.10.

Global Economics for Middle and Secondary School Students, edited by Suzanne S. Eddinger, 1983.

Intended to help teachers introduce concepts related to global economics, this book provides 16 detailed lesson plans for students of varying ability from middle school through high school. Topics covered include imports and substitutes, interdependence, protectionism, and various international trade conflicts at the local and international levels. Each lesson plan identifies major concepts, objectives, materials, and procedures. Necessary student handouts and materials are provided. The book concludes with review puzzles and a list of additional resources for teaching global economics. For grades 6-12. 131 pages. $3.75.

Contact: Center for Economic Education, Dudley Hall, University of Georgia, Athens GA, 30602. Also available through ERIC, from the ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, VA 22304; (800) 227-3742. Specify ED 245987. Microfiche, $0.78; paper copy $11.10. Inquire for postage costs.

International Trade: US/USSR, 1983.

This publication contains a series of classroom activities on trade between the US and the USSR. It can be used in a course in which the USSR, American foreign policy, or international economics are studies. Designed to involve about one week of study, these lessons cover the basics of international trade, government control of international trade, and the economy of the USSR. They examine the foreign policy questions of how much and what kind of trade with the Soviet Union should be allowed by the US government. Suitable for high school students. Two booklets are included: Instructor's Guide, 18 pages, and student materials, 17 pages. $4.95, plus $2.00 handling charge for each order.

Contact: Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005; (213) 487-5590.

Introduction to International Trade (Intercom no. 108), 1986.

Developed by the Stanford Program on International and Cross-Cultural Education (SPICE) and Global Perspectives in Education (GPE), this publication is designed to help students understand international trade and the important trade-related problems and issues that confront us today. Featuring the U.S.-Japan trade relationship, the eleven lessons of this publication examine the complexities of the international trade, introducing basic economic concepts such as protectionism, the balance of payments, and global production systems. Emphasis is placed on how students and their families are involved in and affected by international trade. An activity-oriented approach involves the students in map and graph interpretation, role-play simulations, reading and discussion, analysis and evaluation of data, and the interpretation of political cartoons. For grades 7-12. 64 pages. $7.50 plus 10% of total order for postage and handling.

Contact: Global Perspectives in Education, Inc., 45 John Street, Suite 1200, New York, NY 10038; (212) 732-8606.

Teaching About the Consumer and the Global Marketplace, edited by Bruce Koranski, 1981.

This unit addresses the need for consumer-oriented curriculum materials which will relate the international economic system to the consumer and help provide students with adequate knowledge and skills to understand the issues and problems that face them as consumers. Activities, emphasizing hands-on experiences, include detailed teacher instructions and may use other readily available materials. They fall into the following four perspectives: 1) Me as a consumer (values, habits, being a decision-maker); 2) The government and the consumer (advertising, fiscal and monetary policy, Consumer Price Index); 3) The consumer: past, present, and future (the Depression, inflation, free trade/protectionism, resource depletion, status buying); and 4) The consumer and the world (trade, labor, capital-intensive systems, imports, international cooperation). Twenty-five activity cards which encourage independent student work outside the classroom can be used in conjunction with this unit or other consumer education curricula. For grades 4-12. 219 pages. $21.95 plus 8% of total order, $2.00 minimum, for postage and handling.

Contact: CTIR Publications, University of Denver, Denver, CO 80208; (303) 753-2426.

B. Political

The State of the World Atlas, by Michael Kidron and Ronald Segal, 1981.

A series of colorful maps depicting global pressures in terms of militarism, natural resources, world economy, business and labor, individual maps show, e.g., states by population, resources of and territorial claims upon Antarctica, largest producers and consumers of oil, weapon exports and imports, government shares of gross domestic product, refugees, worker migrants, national ratios between soldiers and teachers, legal status of abortion and recent changes in policy. 66 maps, list of states of the world, notes to the maps and subject index. For grades 7-12. Unpaginated. Paperback. $9.95 plus 8% of total order, $2.00 minimum, for postage and handling.

Contact: CTIR Publications, University of Denver, Denver, CO 80208; (303) 753-2426.

Activities Using "The State of the World Atlas," by Heidi Hursh and Michael Prevedal, 1985.

A selection of teaching activities designed to be used with The State of The World Atlas. The activities, which can be used by teachers in various disciplines, involve the use of more than one map and are structured to reinforce higher level cognitive skills. Students are encouraged to compare, analyze, and ask questions that lead to further study in other sources. Section I uses an areas study approach focusing on geopolitical and cultural groupings of nations and exploring stereotypes, similarities, differences and interrelationships among nations. Section II explores issues such as human rights, conflict, and power. Section III has students apply research skills to the Atlas as a whole. For grades 7-12. 151 pages. $12.95 plus 8% of total order, $2.00 minimum, for postage and handling.

Contact: CTIR Publications, University of Denver, Denver, CO 80208; (303) 753-2426.

"A Community-Based Approach to Global Education," by Robert B. Woyach and Richard C. Remy, in *Theory Into Practice* (vol. 21 no. 3, p. 177-83), Summer 1982.

A community-based approach to global education is outlined. Three techniques for applying the approach are described: 1) using community organizations and individuals involved in international activities as instructional resources; 2) exploring local-global linkages to demonstrate student ties to the world; 3) integrating global lessons into required curricula. This issue of Theory Into Practice focuses on the role of the teacher in globalizing the classroom. For teachers of grades K-12. 6 pages. $4.50 for the issue.

Contact: Theory Into Practice, 149 Arps Hall, 1945 North High Street, Columbus, OH 43210; (614) 422-2801.

Improving Citizenship Education: Elementary Handbook, edited by Edwin L. Jackson, 1981.

Designed to enrich social studies education at the elementary level, this manual provides teaching strategies and citizenship units for grades K-7. Kindergarten students learn about rules, voting, interdependence, wants vs. needs, environmental protection, homes and backgrounds, and goods and services. Grades 1 and 2 focus on the interrelationships among the family, community, state, and nation. Grades 3 and 4 study local, state, and national government; political parties; government services; the judicial system; laws; natural resources; and global interdependence. Grade 5 students examine American history, taxes, budgets, lawmaking, the roll of the courts, and vandalism. In grade 7 students are introduced to political science and economics concepts and participate in a budget simulation. Teaching strategies for all grades include case studies, using community resources, using the newspaper, quantitative inquiry, simulation games and role play, relating citizenship topics to global education, decision making and valuing techniques, using graphs, and field trips. Each unit lists concepts, terms, objectives, materials, and procedures. Numerous reproducible materials are included. For grades K-7. 687 pages. Sponsored by the Georgia State Department of Education.

Contact: Available from ERIC, through the ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, VA 22304; (800) 227-3742. Specify ED229321. Microfiche, $1.26; paper copy, $51.80; plus postage.

U.S.-Third World Policy Perspectives, by Richard E. Feinberg and Valeriana Kallab, eds., 1985.

Three volumes offer a variety of perspectives on U.S.-Third World policy, including trade policy, future development, and future U.S. policy options. 196 pages each. $12.95 per volume, plus 8% postage and handling (or $13.99 each). Must be prepaid.

Contact: Overseas Development Council, 1717 Massachusetts Avenue NW, Washington, DC 20036.

Close-Up Special Focus: US-Soviet Relations, 1983.

This booklet is designed to help students understand the complex relationship between the world's two superpowers. Topics covered include: differing world views; evaluation of US-Soviet relations; the arms race; and the pursuit of peace. For high school use. 46 pages. $6.00. An 8 page curriculum guide is also available separately for $3.50.

Contact: Close-Up Foundation Publications, 1235 Jefferson Davis Highway, Arlington, VA 22202.

Bullets and Ballots: A Learning Game on Central America, 1986.

Set in Guatemala, this game is designed to create awareness and understanding for regional problems such as poverty, power, democracy and understand the challenge US policy makers have regarding Central America. The game takes place on the eve of a volatile presidential election and concerns five factions: the national government, peasants and workers, revolutionary guerrillas, the military/wealthy class, and the US government. Game includes materials for 40 players. For high school and higher education classes. $29.95.

Contact: Roosevelt Center for American Policy Studies, 316 Pennsylvania Avenue, SE, Suite 500, Washington, DC 20003; (202) 547-7227.

Sino-American Relations After Normalization: Toward the Second Decade (Headline Series, No. 276), by Steven M. Goldstein and Jay Matthews, 1986.

This Headline Series volume deals with the relationship between the US and China. The author explores this relationship along with China's position in the balance of power, the US ties with Taiwan, and the impacts of Chinese economic reform on the US. Included are illustrations, a map, and bibliography. For high school or undergraduate use. 64 pages. $4.00 prepaid, plus $1.50 postage and handling; bulk rate discounts available.

Contact: Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016; (212) 481-8450.

Global Geography, by Alan Backler and Robert Hanvey, 1986.

Emphasizing a global perspective, this text is designed to encourage students to discover the interconnection of world events. The book is divided into five units: People, Human Needs, Resources, Connections, and Change. It contains case studies, activities, maps and illustrations, and more. A teachers manual is available which contains lesson plans, black line masters and answers to each chapter. For junior high school use. Text is 386 pages; $15.95. Teachers manual is 157 pages; $6.95.

Contact: Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027.

Getting Acquainted: Thinking About the Soviet Union, by Roberta Snow (project director), 1986.

This one-week unit addresses with elementary students the complex nature of US-Soviet relations. Students examine their assumptions about language and culture. It includes an annotated list of up-to-date curricula, books, and audiovisuals appropriate for use with younger students. For grades K-6. 73 pages. $7.00.

Contact: Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138; (617) 492-1764.

Where In The World, 1986.

This board game is really six games in one. For ages 8 and up, this game is broken into six levels of difficulty to increase knowledge and stimulate interest in world affairs through geography. It contains 6 region boards (divided according to land mass), 5 world cards, 120 playing pieces, a category spinner, and 174 country cards. These cards are coded for their corresponding regions and have country information like size, population, capital, literacy rate, major exports and more. As the students progress through the levels, they gradually learn useful information on the countries of the world, their locations, and current events as related to geography. For grades 2-12 and adult. $35.00 prepaid for individuals or billed for schools with purchase order number. Add 10% for shipping and handling. The toll free number for ordering takes 3-4 extra days.

Contact: Aristoplay, Ltd., 100 Huron View Blvd. P.O. Box 7645-A, Ann Arbor, MI 48107, Attn: Maureen Stanton; (313) 995-4353 or (800) 443-0100 ext. 529.

South Africa/Time Running Out: Bill of Rights in Action, 1984.

Based on the Report of the Study Commission on U.S. Policy Toward Southern Africa, this publication is intended for able high school students as the basis for a 10-20 day unit of study. Section I: The U.S. and South Africa is designed to stimulate interest and provide basic background information. Section II: Apartheid and the Dynamics of South African Life contains eight short articles dealing with different aspects of the current South African situation; each begins with a factual introduction followed by interviews with South Africans. Section III: The Wider Stage reviews briefly South Africa's position in Africa and in the world, as well as the policies of the U.S., selected Western European countries, Japan, and the Soviet Union, and the economic importance of South African trade and minerals to the Western community. Section IV: Practices and Policies Toward South Africa contains activities designed to compare practices of the South African government with the Universal Declaration of Human Rights, to debate whether the U.S. should invest in South Africa, to identify American interests, and develop recommendations to a new American president regarding our South Africa policy. For Grades 10-12. 62 pages, $3.95 each; $2.95 each for orders of 25 or more, postpaid.

Contact: Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005; (213) 487-5590.

Global Rescue: Simulation Games on Global Issues, by Judith Barnet, 1984.

Three simulation games on global issues have been developed for learning and recreation in classrooms, at church or community meetings, and with a group of friends. (1) "Who Needs Enemies?" is a world hunger game playable in rounds and in teams for 12-50 people. The objective is to end world hunger by the year 2000. Teams represent factions in a hypothetical developing country and in the developed world. Play takes 90 minutes to three hours. (2) "Nukes or Cukes?" is an economic conversion game that plays anywhere from 20 minutes up to 20 weeks. As individuals or as teams, players represent either the military or civilians and promote funding for their agendas to see which budget wins out. (3) "Asphalt Bullfight," playable over several weeks, teaches community dynamics as planners promote a new highway and threaten older, established neighborhoods. Requires 20-35 players. Available on 5 1/4" disk for the Apple II, IIe, II+, Commodore, and Atari. Menu-driven program with on-screen instructions. Each package includes 1 disk and documentation. For high school use. $19.00 each, plus $1.00 per game for postage and handling.

Contact: JGames, Box 276, Barnstable, MA 02630; (617) 362-6979.

Bill of Rights in Action (vol. 17, no. 2), May 1983.

After defining international law and providing historical background, articles discuss the issues of international law and the world environment, Law of the Seas, the changing concept of territory, protecting international trade, and stopping the nuclear arms race. Each section concludes with activities and/or topics for discussion and writing. For grades 7-12. 23 pages. Illustrated with photographs and cartoons. Single copy 50¢ postpaid; class set of 35 copies $10.00 plus $2.00 postage if prepaid (extra charge if billed).

Contact: Constitutional Rights Foundation, Bill of Rights in Action, 601 South Kingsley Drive, Los Angeles, CA 90005; (213) 487-5590.

The World Citizen Curriculum, by Kirk Bergstrom, 1987.

A broad-ranging, dynamic curriculum of fundamental global and international studies, this unit contains more than 30 high-interest classroom activities that cover such topics as global interdependence, cultural diversity, creative problem solving, terrorism, human rights, human needs, and policy formation. It is an excellent resource for all middle and high school teachers who wish to offer important and traditional areas of global and international studies to students in an exciting and innovative manner. Included are a durable looseleaf binder for the Teacher's Resource Guide and a separately bound reproducible Student Guide. For grades 9-12. 395 pages. $39.95, plus 8% of total order, $2.00 minimum, for postage and handling.

Contact: CTIR Publications, University of Denver, Denver, CO 80208; (303) 871-2426.

C. Ecological Systems

Understanding the Game of the Environment (Agriculture Information Bulletin no. 426), U.S. Department of Agriculture, 1979.

This book is designed to help students understand the ecosystem. It is a summary of ecological principles and concepts viewed as a game in which living organisms interact with each other and their non-living environment. This book should provide stimuli for discussion and review; and the illustrations, purposefully detailed and complex, are intended to provide a basis for in-depth discussion. 174 pages. For grades 9-12. Free of charge.

Contact: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

State of the Ark, by Lee Durrell, 1986.

Gaia Books in London has three conservation-oriented publications, of which this book is the third. It contains maps, photographs, illustrations, case studies and pertinent information on all aspects of our earth. It discusses not only animals (including fish and fowl), but also plants, vegetation, farming, and the interconnectedness of all species. Excellent resource for high school use. 224 pages. $14.95, discount available for orders of 25 copies or more.

Contact: Available at book stores or Doubleday & Company, Inc., 501 Franklin Avenue, Garden City, NY 11530; (516) 294-4561.

Gaia: An Atlas of Planet Management, by Norman Myers, 1984.

Mankind's place on Earth and the damage being perpetrated by humankind today are thoroughly chronicled in this guide that poses the critical question, "Can we learn to manage our environment before it is too late?" Gaia was the Greek Goddess of the Earth. This book includes data, graphics, and text by some of the leading thinkers on environmental, political, and social issues. It is divided into seven sections: Land, Ocean, Elements, Evolution, Humankind, Civilization, and Management. Each of these is considered from three perspectives: potential resources, crises, and management alternatives. This book reveals how and with what danger mankind is plundering the planet Earth. As a blueprint for survival, it shows what can be done to change the situation and save this complex and endangered planet. 272 pages, illustrated. $17.95, large paperback.

Contact: Available at bookstores or Anchor Press, Doubleday & Company, Inc., 501 Franklin Avenue, Garden City, NY 11530; (516) 294-4561.

COPEing With Environmental Education Program Development and Infusion into the Global Studies Curricula of Rural Schools, by Dr. Richard O. Peters, 1984.

An environmental education-oriented global studies program to promote attitudes of environmental stewardship can be implemented in K-12 rural school systems, as an integrated part of social studies instruction, without overburdening the curriculum, by using the Curriculum Organization and Program Evaluation (COPE) model. The model provides opportunities to clarify goals and performance objectives, and to state them in behavioral terms on paper. The COPE format encompasses clearly-stated goals (Essential Student Objectives – ESOs), performance objectives (Performance Indicators – PIs), a delivery structure/course outline, strategies to affect student awareness/exposure/skills development and enrichment, program/strategy assessment and revision. In elementary grades, global studies/environmental education can be integrated with geography or non-Western civilization courses; in grades 6-8, the concepts can be incorporated into world history courses; at the high school level, the subjects can be offered as an elective course. Students in rural seashore communities can relate life styles to study of other culture groups which depend on the sea for food and industry; students in the Southwestern desert environment can relate personal experiences to study of the Middle East. A sample COPE unit on environmental awareness is detailed as to ESOs, PIs, content, instructional activities, materials, evaluation, and comments. For grades K-12. 21 pages.

Contact: Available through ERIC, from the ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, VA 22304; (800) 227-3742. Specify ED 238652. Microfiche, $0.78; paper copy, $1.85; plus postage.

Our Common Home: Earth. A Curriculum Strategy to Affect Student Skills Development and Exposure to Diverse Global Natural/Social Environments, by Dr. Richard O. Peters, 1985.

Designed to be infused into existing social studies courses and programs of instruction, this concept-based, skills-oriented curriculum for teachers of students in grades 5-12 provides opportunities for students to develop basic map skills enabling them to mentally develop spatial relationships between diverse global environments and/or culture groups. Following an introduction, the author emphasizes the importance of combining geographic education, ecological studies, and a sociological perspective in enhancing a student's global aware-

ness. A series of charts showing concept to be taught, topic, essential student outcomes, performance indicators, and content are included, and these are accompanied by charts listing specific activities and suggestions for evaluation. A rationale statement concludes the curriculum. For teachers of grades 5-12. 32 pages.

Contact: Available through ERIC, from the ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, VA 22304; (800) 227-3742. Specify ED 258893. Microfiche, $0.78; paper copy, $3.70; plus postage.

D. Technological Systems

TV: A Global Perspective, by Linda Balkin Sherman, 1983.

Developed in cooperation with Global Perspectives in Education, Inc., this curriculum is designed to help secondary students gain a realistic perspective using television as a tool to help them better understand their world. It introduces four themes of conceptual approaches: interdependence, conflict, change and communication, each of which is followed by a general discussion and series of activities to help the student (a) understand each concept and (b) use them to analyze current events. A final activity integrates all four concepts. Can be used in language arts and social studies classes. It concludes with a list of resources. For grades 9-12. 8 pages. $1.00; must be prepaid.

Contact: Prime Time School Television, 212 West Superior, Chicago, IL 60610.

Visions of the Future, by Bob Melnick and staff of the Hudson Institute, 1984.

This supplemental textbook for grades 9-12, aims to introduce social science students to more realistic perspectives concerning the world of tomorrow and how they can play an effective role in it. The text focuses on three vital areas: (1) exploration of national and global issues; (2) development of critical thinking skills; and (3) development of a realistic context in which to view the future. Student lessons and activities cover such topics as resources, technology, population, and future careers. It also includes current data and trends, charts/graphs, and current major news source articles. Recommended as a 4-6 week unit, or as supplemental material for standard curriculum in Economics, Government, World History/Cultures, Environment, or Future Studies courses. For grades 9-12. 144 pages. Softcover. Student edition, $9.95; teacher's edition (with test banks) $14.95.

Contact: International Center for the Development of Thinking Skills, 5 Canal Road, Pelham Manor, NY 10803; (914) 738-2189.

You, Me, and Technology, 1983.

This video series of two 20-minute programs is designed to help secondary level students become effective citizens in a technological society. Program 1, "Living With Technology," focuses on consumerism, depicting an upper middle class American family whose way of life is highly dependent on an advanced technology (e.g., in communications, transportation). In examining the growth and use of technology, the program weighs technology's harmful effects against its potential benefits. Program 2, "Decisions, Decisions, Decisions," demonstrates the complex process for decision-making in which people make decisions in interaction with output from machines. Concludes that as society creates technologies to enhance life, it must also assume greater responsibility for how those technologies affect life. Each program is self-contained and can be used individually. In videocassette form (not as film). Teacher's guide included. Also available is a Trainers Handbook for the Teacher In-Service Workshop. Descriptive brochure available. For grades 9-12. Programs can be previewed by libraries, administrators, etc. (at cost of return postage) or rented for $30.00.

Contact: Agency for Instructional Television, Box A, Bloomington, IN 47402; (800) 457-4509.

Connections: A Curriculum in Appropriate Technology for the 5th and 6th Grades, by Joan Melcher, 1980.

This is a curriculum on appropriate technology for the fifth and sixth grades. It offers ten lessons, including an introduction to appropriate technology, a look at waste, recycling, conservation, transportation, the food we eat, how to make solar models, organic growing, renewable resources, and a community of appropriate technology. Each lesson outlines objectives, discussion of concept, materials needed, plus classroom and at-home activities. It also includes a children's bibliography, teacher reference section, and a glossary. For grades 5-6. 108 pages. $7.00.

Contact: National Center for Appropriate Technology P.O. Box 3838, Butte, MT 59702; (406) 494-4572.

Teaching Energy Awareness, by Patrick D. Gore and John E. Masoncup, et al., 1980.

These thirty-two supplemental activities are designed to develop student awareness, teach basic skills and energy facts, and look to the future. They include: making a solar hot dog cooker; reading energy maps showing wind speed, hours of sunshine, location of rivers and tides, wood resources, fossil resources, and hot springs. It also provides a set of readings on sixteen energy alternatives to burning oil and gas. For grades 6-12. 309 pages. $19.95 plus 8% of total order, $2.00 minimum, for postage and handling.

Contact: CTIR Publications, University of Denver, Denver, CO 80208; (303) 753-2426.

Renewable Energy at the Crossroads, by Christopher Flavin, 1985.

This new factual guide to some of the energy options available today documents the role renewable energy technologies can, and should, play in the future. It intends to educate the average citizen on energy matters by explaining recent developments in biomass, hydropower, solar heating and cooling, photovoltaics, geothermal energy, ocean energy systems, and windpower. The Report considers that federal and state

governments have virtually eliminated public information efforts in this field, and that a misleading advertising campaign, supported principally by nuclear-related companies, is attempting to portray renewable energy sources as unready to go to work before the year 2000. The brochure contains many colorful charts, illustrations, and a listing of key information contacts. For high school use. 22 pages. $5.00 for single copy; $4.00 each for 2-5 copies; $3.00 each for 5-20 copies; $2.00 each for 21 and over.

Contact: Center for Renewable Resources, Dept. REC, Suite 638, 1001 Connecticut Avenue, NW, Washington, DC 20036; (202) 466-6880.

III. Global Issues and Problems

A. Peace/Security

Arms Control: Verification and Compliance, by Michael Krepon, 1984.

This issue of the Foreign Policy Association's Headline Series is geared to a nonexpert audience that wants to know more about verification and compliance with arms control agreements. It discusses the importance of verification, its basic concepts, the politics behind it, and how Soviet views on verification affect negotiations. Provides a glossary, suggested reading list, and discussion questions. 64 pages. $6.00 plus $1.00 postage. For grades 10-12 and adult.

Contact: Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016; (212) 481-8450.

Peace Studies Guides, by Steven Baruch, Sharon Rae Landergott Durtka, Robert B. Roesler, and James Belland, 1985.

Three sets of Peace Studies activities contains the following components: a set of seven individual handbooks for infusing peace themes into K-6 curricula, (2) middle school program focusing on peace studies through current events issues; and (3) a high school activities package examining contemporary aspects of war and peace. For grades K-12. $10.00, set.

Contact: Milwaukee Public Schools Media Center, P.O. Drawer 10K, Milwaukee, WI 53201; (414) 475-8099.

Resources in Global Studies: ANZAC: Peace/War Issues and Human Rights, by John Zola and Jaye Zola, 1985.

Aims to provide instructors of all grade levels with an ample selection of global studies resources from which to adapt a series of lessons appropriate to students' abilities and teachers' time allowances. These resource packets on selected issue areas, including controversial topics, consist of materials from continually updated primary sources and articles, maps, charts, diagrams, class activities and course syllabi. Topics available as of December 1984 are (1) Central America and (2) Peace/War issues. For grades K-12. $6.50 per packet.

Contact: University of Southern California, Center for Public Education in International Affairs, School of International Relations, VKC 330, Los Angeles, CA 90089; (213) 743-4214.

The Other Side, 1985.

Teams assume leadership of one of two countries to deal with problems faced by world leaders today. The goal is to build a bridge of peace between two countries while each maintains its separate economy. Skillful communication and conflict resolution are essential. Special communications software allows two classrooms in different cities to play together. For grades 5 to adult. $69.95.

Contact: Tom Snyder Productions, Inc., 123 Mount Auburn Street, Cambridge, MA 02138; (617) 876-4433.

What Soviet Children Are Saying About Nuclear War, 1984.

This documentary video is the result of a visit to two Soviet Pioneer camps by a group of American doctors. The doctors interviewed young people ages 10-15 to ascertain the degree of awareness of the danger of nuclear war among Soviet children. For grades 5-9. 22 minutes. Sale: 16mm $60.00; 3/4" $55.00; Beta and VHS $45.00. Include $10.00 shipping/handling fee.

Contact: Educational Film and Video Project, 1725 Seabright Avenue, Santa Cruz, CA 95062; (408) 427-2627.

Teaching About Conflict, Nuclear War and the Future, by John Zola and Reny Sieck, 1984.

This curriculum guidebook has lessons to help fulfill the need for teaching materials that relate to conflict, nuclear war, and future studies. The lessons are designed as guides and can be modified to each classroom. There are student handouts after each of the four sections: conflict unit, nuclear war unit, documents, future studies unit. For grades 7-12. 219 pages. $21.95, plus 8% of total order, $2.00 minimum, for postage and handling.

Contact: CTIR Publications, University of Denver, Denver, CO 80208; (303) 871-2164.

Teaching About Ethnic Conflict: Global Issues, by Steven L. Lamy, 1982.

This publication contains 17 classroom activities that take a comparative approach to the issue of ethnic conflict. Students first study ethnic groups in their own community and then, through a series of case studies, look at ethnic groups and ethnic conflict around the world. In a series of lessons that include values clarification and role playing activities, students also explore ways of resolving or minimizing ethnic conflict. Included are teaching strategies, student handouts, evaluation questions, and a bibliography on ethnicity and ethnic conflict. For grades 7-12. 223 pages. $19.95, plus 8% of total order, $2.00 minimum, for postage and handling.

Contact: CTIR Publications, University of Denver, Denver, CO 80208; (303) 871-2426.

Understanding Nuclear Weapons and Arms Control, by Teena Mayers, 1984.

This contribution to the public understanding of nuclear weaponry and arms control factors gives a succinct chronology of the nuclear race from former President Truman's authorization of atomic bomb detonation in 1945 through each successive presidential administration up to the present Reagan years. The author updates the history of nuclear weapons and arms control by clarifying in proper chronological placement such concepts as "detente" and the Strategic Arms Limitation Talks (SALT), among others. In four sections, the Guide looks also at the effects of nuclear war and the various important characteristics of nuclear weapons as they exist today. By using charts, graphs, tables, diagrams, and maps, the Guide, approved by specialists in arms control and U.S./Soviet affairs, removes much of the complexity of the arms control issue. Includes a Glossary of arms control terms and a listing of acronyms used in nuclear weapons issues. 105 pages. $5.95.

Contact: Education in World Issues, Box 1355, Arlington, VA 22212; (703) 524-1355.

Creative Conflict Solving For Kids, by Fran Schmidt and Alice Friedman, 1985.

This is an interdisciplinary resource book of 40 reproducible student worksheets which teach about conflict in a creative and constructive way. This collection of activities allows students to explore conflict in its many forms while they learn about behavior, individual feelings, and human needs through readings, role plays, questions, and brainstorming activities. A corresponding teacher's guide section covers each of the 40 student activities, offering teaching suggestions, extended activities, and an overall concept for each lesson. Easily incorporated into social studies, science, and language arts curriculum, students learn to acquire skills leading toward successful handling of frustration and anger and an exploration of conflict as a positive force for change. For grades 4-9. 80 pages. $13.95 plus $1.00 handling charge. Published in Miami by the Grace Contrino Abrams Peace Education Foundation, Inc.

Contact: The G.C.A. Conflict Project, P.O. Box 19-1153, Miami Beach, FL 33119; (305) 377-8161, ext: 49.

B. Development

The International Development Crisis and American Education: Challenges, Opportunities and Instructional Strategies, edited by Carrol Joy and Willard M. Kniep, 1987.

This book is a resource for pre-service teachers, in-service teachers and teacher educators. It covers several important topics, including: the theory and practice of development education and its relationship to global education; the crisis in international development—theoretical frameworks for understanding its causes and potential solutions; the development process from the African point of view; and grassroots empowerment in the Sahel. The book includes a model for institution-wide development education in higher education and has instructional content and techniques for development education appropriate for elementary, junior, and senior high school. With graphs and tables. 158 pages. $14.00, plus 10% postage and handling per order.

Contact: Global Perspectives in Education, Inc., 45 John Street, Suite 1200, New York, NY 10038; (212) 732-8606.

Exploring the Third World: Development in Africa, Asia, and Latin America, by Del Franz, 1987.

This curriculum unit focuses on the interconnected issues relating to development in the Third World. An examination of the linkages between U.S. communities and the Third World provides the basis for student investigations into the problems of the less developed nations of our world. Included are lessons focusing on economic growth, environmental issues, population growth, alternative development strategies, and the global economic system. Students examine important development issues confronting both the Third World and the United States. The unit contains a wealth of data in the form of readings, photos, graphs, maps, charts, and simulation exercises. Useful for courses in current events, world history, area studies, and economics, as well as for programs in development education with adults. For grades 7-12 and adult. Teacher's guide, 28 pages; student handbook, 44 pages. Curriculum package includes the teaching guide, a full color wall map, a wall chart, and 10 student booklets for $35.00. Additional packets of 10 student booklets each are $16.00. Please add 10% of the total order for postage and handling.

Contact: Global Perspectives in Education, Inc., 45 John Street, Suite 1200, New York, NY 10038; (212) 732-8606.

Food for All: Teaching Against Hunger (Intercom no. 102), 1982.

This booklet explores four basic questions through a series of lessons and a wide range of activities and resources: 1) What is hunger? 2) Who is affected by hunger? 3) What is the relationship between development and hunger? 4) What can we do to stop hunger? The lessons may be used together as a unit on global hunger or individually. The interdisciplinary nature of the topics allows for easy integration of individual lessons across the curriculum. Materials can be photocopied for distribution. For grades 7-12. 40 pages, illustrated. $4.00 plus 10% of the total order for postage and handling.

Contact: Global Perspectives in Education, Inc., 45 John Street, Suite 1200, New York, NY 10038; (212) 732-8606.

Curriculum Materials for Teachers, 1983.

This collection has been developed over some ten years of outreach activities in the African Studies Program at the University of Illinois to provide teachers and others interested with current information and resources on Africa not ordinarily available to the non-specialist. Seventy-six items, indexed and coded for teaching level, are arranged in the categories: general information; materials evaluation and teaching guidelines; government and politics; agriculture and economic development; health, science and the environment; social institutions; the arts;

language and literature; games; film guides; and bibliographies. Complete set, 350 pages. $7.50 postpaid. It is also possible to order items separately—up to 20 items for $2.50 postpaid. Send for the listing of contents. All orders must be prepaid with check or money order payable to the University of Illinois.

Contact: African Studies Program, University of Illinois, 1208 West California, Room 101, Urbana, IL 61801; (217) 333-6335.

The World Bank of Educational Materials 1985, 1985.

Secondary school students can develop a global perspective and improve their skills in using maps and understanding the meaning of statistics with the following World Bank's 1985 educational materials: (1) The Development Data Book and Teaching Guide offers social and economic statistics on 125 countries. $10.00 for 11 copies of the book and one copy of the teaching guide; (2) Four self-contained, multimedia learning kits (each with books and pamphlets for 36 students, a sound filmstrip, and a teaching guide) present the latest statistics available on: The Developing World; The Rajasthan Canal Project (where agriculture and irrigation change the lives of an Indian family); Small-Scale Industries in Kenya (where an improvement in living conditions occurs through the place small-scale industries hold in the Kenyan economy); and Tackling Poverty in Rural Mexico (which explores the Mexican economy by focusing on the living conditions of poor farmers). $60.00 or $75.00 each; all four kits for $180.00. (3) Films and videocassettes (with teaching guides) examine improvements in the everyday lives of people in Bangladesh, Brazil, India, Kenya, Mexico, and West Africa. $10.00 rental (films) and $20-45 (videocassettes); and (4) The World Bank Atlas 1985, a four-color publication containing tables, text, charts, and maps with data for 189 countries and territories. $3.50; special discounts available for bulk purchases in excess of 200 copies. Send for catalog of these and other educational materials. For grades 9-12.

Contact: World Bank Publications, P.O. Box 37525, Washington, DC 20013; (202) 477-1234.

The Third World: Exploring U.S. Interests, (Headline Series no. 259), by John W. Sewell and John A. Mathieson, 1982.

The authors discuss the changing attitudes of the U.S. toward the Third World over the past three decades and describe the Reagan administration as tending to see developing countries as areas for East-West competition, a drain on the U.S. budget, and potentially unstable sources of raw materials needed by the U.S. They explore, in relation to the Third World, American perspectives and political traditions, political and strategic interests, economic interests, the political process and the need for a development strategy. Includes charts, diagrams, and maps, and concludes with questions for discussion. For grades 10-12 and adult. 64 pages.

Contact: Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016; (212) 481-8454.

Main Street America and the Third World, by John Maxwell Hamilton, 1986.

Designed in an easy to read fashion, this book contains information and articles that demonstrate the linkages of Americans to the Third World. Each chapter has an actual news article from or about an American community that describes how Third World developments directly affect its daily life. The book should be a valuable resource for "Your Community in the World" activities. Included are a foreword by Peter Jennings of ABC News, and three useful appendices. For high school and undergraduate use. 185 pages. $9.95 plus $1.50 postage and handling. Bulk rates available.

Contact: Seven Locks Press, P.O. Box 27, Cabin John, MD 20818; (203) 362-4714.

Authentic Development in Africa (Headline Series, no. 274), by Brian W. Walker, 1986.

This latest study from the Foreign Policy Association's Headline Series offers some new ideas about Africa and its problems. The author, who is president of the International Institute for Environment and Development, has traveled widely in Africa. He discusses population growth and family planning measures, political instability, the role of donor agencies, and Africa's spiraling rate of environmental bankruptcy. He evaluates some early warning systems aimed at famine prediction and explains how Africans themselves feel about certain issues. Viewing the continent as one presenting an "acute humanitarian challenge" to the rest of the world, he succinctly and informatively sums up the present state of Africa's crisis and concludes with six points leading to successful development. This 70-page primer for policymakers, students in grades 10-12, and other concerned individuals is available for $4.00 per copy, plus $1.50 for postage and handling. Quantity discounts are available. The Headline Series is published five times a year; subscription rate is $15.00.

Contact: Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016; (212) 481-8450.

World Food Today, by David Shiman, 1986.

Contained in this booklet are facts, resources and handouts to help the teacher create a world hunger curriculum. Developed with the Center for Teaching International Relations, University of Denver, the curriculum guide offers suggestions for activities and a bibliography of additional materials. For grades 8-12. 24 pages. Up to 6 sample copies free; 7-50 copies are $0.35 each; 50-100 copies are $0.30 each; over 100 copies are $0.25 each. All orders prepaid.

Contact: Church World Service, P.O. Box 968, Elkhart, IN 46515.

Women in Touch.

This packet provides materials and information about women in development and illustrates ways in which the Church World Service (CWS) responds to the needs of women in developing countries. A study guide provides background information, spotlights outstanding Third World women involved with CWS projects, offers ques-

tions for discussion, and suggests activities. Included is an annotated list of print and audiovisual resources. For grades 7-12 and adult. One packet free of charge per group.

Contact: Church World Service, P.O. Box 968, Elkhart, IN 46515; (219) 264-3102.

World Development Forum, 1985.

World Development Forum is a free twice monthly collection of international trends, facts, and opinions based on the changing conditions of the developing world. This public service from The Hunger Project features interesting items in each issue which educators concerned with the Third World might find useful in classroom lessons. For instance, a recent Forum report explained why Costa Rica and Brunei in Southeast Asia come closest to fulfilling the requirements of paradise, what 10 foreign mammals are on the list of endangered species, how women in Pakistan are protesting Islamic laws, and why smallpox is now considered by the World Health Organization as officially eradicated. For junior and senior high school and adult use. Free of charge.

Contact: The Hunger Project, World Development Forum, P.O. Box 789, San Francisco, CA 94101.

Footholds, 1985.

Footholds, a 29-minute color film shot on location in Chile, Columbia, Ecuador, Paraguay, and Peru, documents the plight of South America's rural poor—Indians, mestizos, and the descendants of African slaves, collectively known as "campesinos." In some ways the victims of modernization, the campesinos' way of life is investigated in this film by a network of Latin American research groups as they study farm implements, food, house construction, social organization, and communication. In English, French, and Spanish, this film may be borrowed or purchased. Write for film/cassette availability and respective price listings. For grades 6-12.

Contact: Communications Division, International Development Research Centre, Box 8500, Ottawa, K1G 3H9, CANADA; (613) 236-6163.

Teaching About Developing Nations—The Role of Food and Hunger, by Ellen Hayes Wright and Patricia S. Harrell, 1985.

This compilation of seven units concerning nutrition and hunger presents activities for the classroom which can be used separately or in combination as an on-going unit of a week or more. Included are student handouts in the form of informational articles, quizzes, personal surveys, and simulations. As students evaluate their own attitudes concerning hunger and poverty and learn the basics of good nutrition they come to understand the problems of the developing world. One of the units, "Haiti—A Developing Nation," introduces students to the country and people of Haiti as a case study of a developing nation in today's world. This unit contains a fact sheet, a crossword activity, maps, and readings. For grades 9-12. $6.00 per unit.

Contact: International Nursing Services Association, Development Education Project, P.O. Box 15086, Atlanta, GA 30333; (404) 634-5748.

Ending Hunger: An Idea Whose Time Has Come, 1985.

This book, a product of five years of research and writing, is about the end of hunger. It brings together in a single volume the essential information and range of viewpoints about the major issues surrounding the persistence of hunger—food, population, foreign aid, national security, and the New International Economic Order. With nearly 200 full-color photographs and dozens of charts and graphs, this 430 page study provides scholars and interested individuals with a rich information source on the facts of hunger and what it will take to end hunger in the world. 430 pages.

Contact: The Hunger Project, 2015 Steiner Street, San Francisco, CA 94115; (415) 346-6100.

The Third World: Problems That Will Not Go Away, 1984-85.

This classroom feature series, which appeared originally in Global Focus, the Cleveland Council on World Affairs newsletter, includes, in addition to the title article, discussions of the following: "India: Challenges for a Third World Democracy;" "Indonesia: Military Rule in a Third World Country;" "Peru: A Democracy Struggling to Survive;" "Cuba: Marxism/Leninism in the Third World;" "Egypt: An Ancient Land with Modern Problems;" and "Zimbabwe: Pragmatism in Black Africa." The series can be reproduced for classroom use. $2.50, postpaid.

Contact: Maria Campbell, Cleveland Council on World Affairs, 601 Rockwell Avenue, Cleveland, OH 44110; (216) 781-3730.

C. Environment

Annual Editions: Environment 84/85 (4th edition), 1984.

Offers 35 current articles on environmental issues concerning: the population factor; dilemmas in energy; pollution and growth; conservation and use of resources (of land, water, and air); wildlife and endangered species. 256 pages. Softcover $8.95.

Contact: Dushkin Publishing Group Inc., Sluice Dock, Guilford, CT 06437; (800) 243-4351.

Taking Sides: Clashing Views on Controversial Environmental Issues, 1984.

Presents, for high school students, views and information drawn from the arguments of leading scientists, educators, and commentators in a point-counterpoint format on the following environmental issues: value of wilderness, endangered species, environmental regulations, risk-benefit analysis, population control, the Clean Air Act, nuclear power, use of pesticides, industrial chemicals and cancer, and rain, safe drinking water, possible catastrophic climate changes, resource depletion, and increasing pollution. For high school students. 324 pages.

$8.95 softcover; $11.95 casebound.

Contact: Dushkin Publishing Group Inc., Sluice Dock, Guilford, CT 06437; (800) 243-6532.

Investigations: Toxic Waste—A Science Curriculum, by Jill Goldman, et al., 1984.

This science curriculum, a unit of teaching materials that can also be used as a model for other social issues, is a program in which students examine the problems of toxic waste disposal and then investigate them in their own community. The curriculum focuses on the development of technology, its impact on society, government and business decision-making. Part of ESR's "Participation Series." For grades 7-12. $7.00 plus $2.50 for shipping and handling.

Contact: Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138; (617) 492-1764.

"Teaching About the Global Environment," by Anne M. Blackburn and others, in *Social Education* (vol. 49, no. 3), 1985.

A major section of the March Social Education magazine devotes a half dozen articles to the study of issues, problems, and needed responses surrounding the current state of the earth's biosphere. The introductory piece presents the concept of environmental problems/trends and places them in three categories: The "D Factors" (negative trends) are typified by words like "declining," "depleted," and "disappearing." The "I Factors" relate to observed increases which are of an undesirable character, such as "increased toxic contaminants" and "increased urban densities." The "M Factor" stands for unpredictable Mother Nature trends, many of which can be disastrous and interfere with anticipated uses of natural resources. A fourth factor—global population growth—adds pressure to everything that happens within the other three categories. The articles that follow explore a wide range of global environmental issues—violence/war, environmental despoliation and its effect on international relations, the connection between environment and development—issues which speak to the political, social, and economic interests of the social studies field. Two final articles focus on programs through which these issues are being integrated into teacher-training and classroom efforts. The overriding and binding theme of these articles is that we all live on a single earth—home to more than 4.5 billion people and an estimated 1.5 million different kinds of animals and plants—"Spaceship Earth," in which we are all passengers together! Concludes with "Resource Bibliography for Global Environmental Studies." 21 pages. Single copy of this issue is $5.00.

Contact: National Council for the Social Studies, 3501 Newark Street NW, Washington, DC 20016; (202) 966-7840.

Energy Education (Intercom no. 98), David C. King, et al., 1980.

This publication views energy problems as an important example of the changes in society and the world environment that demand cultivation of new skills, knowledge and awareness for a 1980s educational agenda in the schools. Theorizes that the situation is a global problem; therefore the solutions are also global. Articles deal with concerns such as conservation, the nuclear debate, and development of high school and junior high school classroom materials. It contains lists of relevant materials currently available and selected energy resources, a student decision-making simulation game, and an exercise geared toward building student map skills. For grades 9-12. 32 pages. $3.50 plus 10% of total order for postage and handling.

Contact: Global Perspectives in Education, Inc., 45 John Street, Suite 1200, New York, NY 10038; (212) 732-8606.

Planet Earth, by David Lambert, 1985.

From the Your World 2000 Series, Planet Earth examines current environmental problems around the world, their causes, and possible solutions. It also discusses new sources of energy and minerals and ways of making our planet a cleaner and better place to live. Included are a foreword by Isaac Asimov, a glossary, and an index. For grades 6-9. 57 pages. $9.95. Some other titles in the series are Technology, Health, Cities.

Contact: Facts on File, Inc., 460 Park Avenue South, New York, NY 10016; (212) 683-2244.

The Population Challenge, 1985.

This teaching unit offers a framework for introducing students to the dynamics of human population growth and its impact on/for the life-support systems necessary for human survival. Included are some riddles for understanding the concept of exponential growth and large numbers, a values-clarification activity, a quiz, and a list of print and film resources on population and the environment. Suggestions for other activities are also included. For grades 7-12. 4 pages. $4.50 for 30 copies, $1.00 each for single copy.

Contact: Zero Population Growth, Inc., 1601 Connecticut Avenue, NW, Washington, DC 20009; (202)332-2200.

The Geographic Route to a Global Perspective (Intercom no. 101), by Alan L. Backler (guest editor), 1982.

These eleven lessons for intermediate and junior high grades fall into three units: Unit 1 has students use the basic tools of geography to examine the water shortage, the availabilities of health care and other important global concerns which affect them directly. The lessons sharpen students' map-reading skills, while emphasizing the importance of knowing the location of places and events; Unit 2 focuses on the relationship between meeting human survival needs and the environment; and Unit 3 concentrates on the influences of culture in meeting those needs. Students examine the ways our culture's beliefs, values, and procedures are communicated so that they will begin to understand how culture affects our perception of and relationship to the environment. For grades 7-12. 40 pages. $4.00 plus 10% postage and handling.

Contact: Global Perspectives in Education, Inc., 45 John Street, Suite 1200, New York, NY 10038; (212) 732-8606.

The Acid Rain Story, 1984.

This glossy, colorful pamphlet presenting a Canadian view of the problem of acid rain. It offers facts and figures pertaining to Canada, the U.S.A. and North America as a whole. Describes the effects of acid rain on the environment, its cost, what can be done about it and outlines legislation both between Canada and the U.S. and on an international level. For grades 7-12. 16 pages. Free of charge.

Contact: Information Directorate, Environment Canada, Ottawa, Ontario, K1A OH3, CANADA; (819) 997-2800

On the Side of the Future: Development, Environment, and People, by Jon Tinker, 1984.

This paper concentrates on four main points: that environmentally unsound development hits hardest at poor people in poor countries; that environmental degradation can be a major cause of political and military instability; that alternative technology can be as harmful as unthinking support for pesticide factions or nuclear power stations; that there is an urgent need for much more public understanding and popular debate on these issues. Includes photos. For high school and adult. 29 pages. $5.50.

Contact: Earthscan, 1717 Massachusetts Avenue, NW, Washington, DC 20036.

An Energy Curriculum for the Middle Grades: Energy and World Cultures.

This publication contains classroom-ready lessons designed to show how energy is produced and consumed in different cultures and the important energy issues faced by people around the world. It is divided into four sections: Energy and Sub-Saharan Africa, Energy and Europe, Energy and Asia, and Energy and North Africa-Middle East. These sections are designed to be used to supplement standard social studies textbook presentations on these world regions. Teacher and student materials are included. Suitable for grades 5-8. 232 pages. Free of charge.

Contact: Energy Education Consultant, Division of Curriculum, Room 229, State House, Indianapolis, IN 46204; (303) 927-0111.

Africa in Crisis: The Causes, the Cures of Environmental Bankruptcy, by Lloyd Timberlake, 1985.

While drought has triggered the famines and hunger which have swept across Africa in this decade, human mismanagement contributed to the famines through unsound economic, agricultural, and environmental strategies. Depleting nature's resources in order to survive has resulted in Africa's present state of environmental bankruptcy. This book makes sense of such apparently unconnected issues as subsistence agricultural food policies, overgrazing and soil erosion, deforestation and fuelwood, oil imports and foreign aid, environmental refugees and urban shantytowns, and political instability, coups and revolution. Africa in Crisis offers hope, though, as it seeks to identify numerous projects and activities which show that success in restoring the natural resource base in Africa is still possible. Paperback; 200 pages. $6.25.

Contact: International Institute for Environment and Development, Suite #302, 1717 Massachusetts Avenue NW, Washington, DC 20036; (202) 462-2298.

For Spacious Skies, by C. Whitney Ward and Jack Borden, 1985.

This is a guide of sky awareness activities for students in grades K-8. It presents the concept of SKY as a great and beautiful canopy above us all and a means by which we can experience a new appreciation of the natural environment. A section of sky awareness activities for different student levels introduces 38 approaches toward viewing the sky with many different perceptive reactions. Students are encouraged to start and maintain a sky journal within which the suggested progression of activities will be recorded, promotive of spontaneity in the expression of student feelings. Other sections in the guide approach the concept of "sky" through use of a thermometer, a prism, a hand lens, and a compass. A final Music Lesson activity integrates sky music into other activities. For grades K-8. 32 pages. $5.95.

Contact: Delta Education, Inc., Box M, Nashua, NH 03061; (800) 258-1302.

Global 2000 Countdown Kit, 1980.

This kit explores the many facets of the population problem. It covers such topics as food, income, water, nonfuel minerals, and species extinctions. Each topic is in its own lesson folder with background information, activities, and learning aids. The kit includes a teacher overview, a glossary, a student overview, and 14 topics. 57 pages. $15.00.

Contact: Nancy Fitzpatrick, Zero Population Growth, Population Education Materials, 1346 Connecticut Avenue, NW, Washington, DC 20036; (202) 785-0100.

"People and Environment: Understanding Global Relationships," in *Clearing* (no. 33), Spring 1984.

Discusses impacts of global resources and environment, focusing on food, fisheries, forests, energy, water, and air. Includes graphs, charts, maps, and tables of the current environmental situation; they are suitable for classroom use. Also includes suggested guidelines for implementing a global studies program and an annotated list of resource materials. Individual subscription $10.00 per year.

Contact: Environment Education Project, P.O. Box 751, Portland, OR 97207.

D. Human Rights

International Human Rights, Society, and the Schools (NCSS Bulletin, No. 68), edited by Margaret Stimman Branson and Judith Torney-Purta, 1982.

A resource for teaching about international human rights and protecting the rights of students. Presents im-

portant issues, concepts, and research related to international human rights. Includes instructional guidelines and teaching strategies. 111 pages, $7.25 plus $2.00 postage (must be prepaid). Bulk discounts available.

Contact: National Council for the Social Studies, 3501 Newark Street NW, Washington, DC 20016; (202) 966-7840.

Teaching and Learning about Human Rights, by Ian Lister, 1984.

This handbook examines the role teaching and learning about Human Rights should play in the social studies curriculum and considers what young people should know of, and be able to do about, Human Rights issues. The author considers knowledge, skills, and attitudes as three major aims in teaching and learning about Human Rights. He examines the content of Human Rights study through the use of three key documents – the Universal Declaration of Human Rights (1948), the European Convention on Human Rights (1950), and the European Social Charter (1961). He advocates the necessity of keeping the study of Human Rights "human" through stories of individuals who have suffered violations of their rights. He further looks at course themes and topics, methods and materials, drama and role-play exercises, and evaluation testing. Includes Reference List and Further Reading suggestions. 43 pages.

Contact: Council of Europe, BP 431 R6-67006, Strasbourg, CEDEX, France.

"Focus on Human Rights and Democracy," in *World Eagle,* (vol. 7, no. 7), March 1984.

Offers statements from Europe on several human rights issues; a map showing the relative freedom of people in the countries of the world; a general classification of human rights; a chronology of key international human rights conventions, declarations, and codes; a list showing the official use of violence in developing countries; and statements from United States Government officials on human rights and foreign policy. Information on many other topics is also provided in this issue. Subscriptions, for ten issues per year, $21.95 for one year. Single issues $3.00 each.

Contact: World Eagle, 64 Washburn Avenue, Wellesley, MA 02181; (617) 235-1415.

Freedom in the World, 1986.

This curriculum unit is designed to help students understand the concept behind free nation, a partly free nation, and a not free nation. Through its 14 lessons it attempts to have students define and understand such factors of a free society as civil; liberties, human rights, and democracy – primarily American. The material contains news articles, maps and activities. For high school use. 120 pages. $35.00 cloth, $12.50 paper.

Contact: Freedom House, 48 East 21st Street, New York, NY 10010; (212) 473-9691.

"International Human Rights Education: Issues, Approaches, Resources," edited by Samuel Totten, in *Social Education* (vol. 49, no. 6), 1985.

This special issue focuses on the interest and concern of educators for understanding and protecting human rights. It is designed to assist teachers in introducing their students to many of the major human rights issues facing the world today. Some of the concerns of the 18 articles are: the nature of genocide; the high cost of apartheid (as seen through the eyes of Bishop Tutu); the plight of indigenous peoples; personal accounts of political prisoners from several countries; and how governments, including the U.S., use human rights for political gains. Also included are several articles on how to introduce various human rights lessons and activities into elementary and secondary classrooms, bibliographies, and resource lists. Single copy, $5.00. Subscription to Social Education is $35.00 a year (7 issues).

Contact: National Council for the Social Studies, 3501 Newark Street NW, Washington, DC 20016; (202) 966-7840.

"The 'New' Immigration Challenge," in *Social Education* (vol. 50, no. 3), 1986.

Social Education, the official journal of the National Council for the Social Studies, in its March issue commenced an exploration of the impact that recent Third World immigration to the United States is having on our schools, society and national identity. Immigration in the Curriculum examines the theoretical conceptions that have shaped our treatment of immigration in the social studies curriculum. "Issues in Immigration Since 1965" traces for regulating the flow of immigrants. Other articles are concerned with the Immigrant Student Challenge and Teaching in a Great Age of Immigration. A concluding article, "Who Are Refugees?" presents educators with an opportunity to simulate the daily judgments that US immigration officers must make concerning actual people seeking admission to the United States. Annual subscription rate (for seven issues) is $20.00 (members) or $35.00 (non-members); single copies are $5.00 each.

Contact: National Council for the Social Studies, 3501 Newark Street, NW, Washington, DC 20016; (202) 966-7840.

Refugees In Need, 1986.

This packet of materials contains booklets, maps, posters, information sheets and more on its own, but preliminary reading for the teacher is suggested. The information in the packet is extensive and easy to read. The posters are visually descriptive. For grades 5-7. Free of charge.

Contact: United Nations High Commissioner for Refugees (UNHCR), 1718 Connecticut Avenue, NW, Washington, DC 20009.

International Law in a Global Age, by Marshall Croddy and Phyllis Maxey, 1982.

This two-volume set offers a framework for teaching, at the high school level, about international law in a

global age from five perspectives: global links, cultural contrasts, actors and relationships, world order, and conflict. For each perspective there are 4-5 lesson plans with teacher materials and student activities. Topics addressed include international trade, migration of people, family law, human rights, nongovernmental organizations, colonization, nationalism, NATO, international conflict resolution. For grades 9-12. Teacher's handbook 159 pages; student materials (illustrated with b/w photos) 196 pages. Available as set only: $17.50 plus $2.00 postage if prepaid; extra charge if billed.

Contact: Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005; (213) 487-5590.

Torture by Governments: A Seven Part Educational Guide for High Schools, 1984.

This educational unit of seven human rights lessons geared toward students in grades 10-12 is meant for careful usage by the English and Social Studies teacher, with strong appeal in the content areas of International Relations, Philosophy, Religion, and Ethics. The study looks first at the nature and history of torture, and also at the concept of human rights; it contains the full text of the Universal Declaration of Human Rights (1948). Using actual case studies, this unit examines four victims of torture, victims' methods of coping during torture, and the psychology and training of those perpetrating acts of torture. Each group of exercises includes homework and classroom activities, as well as both individual and group assignments. The Guide also contains a chapter on the present struggle against governmental torture. It contains news articles, photographs, illustrations, poems, artwork, and activity maps of six different geographical areas wherein lie, according to the Guide, the 67 countries where torture is practiced on a systematic basis. For grades 10-12. 75 pages. $3.95 per copy.

Contact: Amnesty International USA, Attn: Publications, 304 West 58th Street, New York, NY 10019; (212) 582-4440.

"Law and War – World History," in *Bill of Rights in Action* (vol. 1, no. 3), Winter 1985.

This issue presents the background and history of the South African Boer Wars and the emergence of the world's first concentration camps. Keeping to the issue's theme of Law and War, the periodical probes the question of responsibility of war crimes – namely, World War II and the subsequent Nuremberg trials, followed by the later My Lai massacre during the Vietnamese War and the trial which sprang from it. Bill of Rights in Action (BRIA) is a newsletter of readings, suggested discussions, and classroom activities. Each issue provides a substantive focus on themes important for the development of student citizenship skills. Materials are designed to fit into courses such as World History, Citizenship, U.S. History, Government, and Civics, while special features are planned to meet the needs of other courses as well. For grades 9-12. Published quarterly; free of charge.

Contact: Publications and Materials, Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005; (213) 487-5590.

"Teaching a Global View of Children's Rights," by Buckley R. Barnes, in *Georgia Social Science Journal* (vol. 14, no.1), 1983.

Millions of children around the world, especially in developing countries, suffer from malnutrition. This publication suggests a course of study to make students aware of the problem of worldwide food shortages and to give them the opportunity to make personal commitments which will help assure all children the right to adequate nutrition. For teachers of grades K-12. 3 pages.

Witness to Apartheid, by Sharon Sopher and Kevin Harris (co-producers/directors), 1986.

A powerful and gripping production, Witness To Apartheid reveals the brutality and injustice that occur every day in South Africa. The documentary-style film contains interviews with white citizens (both for and against the situation), victims of torture, and parents of slain children. It also includes graphic footage of raids on schools and townships, and beatings of blacks by police and soldiers. For higher education classes and adult viewing. 56 minutes. 1/2" VHS video is $65 for rental, $490 for sale. With support from the Carnegie Corporation, The Southern Africa Media Center has a 30 minute high school version of this film with an accompanying curriculum guide developed by Bill Bigelow for sale for $85. This shorter version is a comparison and contrast focusing on the youth situation. Also available is a package of six films on southern Africa for $480. The other titles include "Generations of Resistance," "South Africa Belongs to Us," "Namibia: Africa's Last Colony," and "Moving On: The Struggle for Land in Zimbabwe."

Contact: Southern Africa Media Center, 630 Natoma Street, San Francisco, CA 94103; (415) 621-6196.

IV. Global History

Global History: A Curriculum Guide (Experimental Edition), 1981-85.

A three-semester course in global history for grades 9-10 emphasizes the concepts of cultural diffusion and interdependence in eight themes: development of civilizations; case studies of early civilizations; emergence of the modern world; international effects of developing democratic and nationalistic movements; global impact of the industrial revolution; 19th century imperialism; wars, peace and revolution in the 20th century; and economic, political and cultural changes in the post-war world. For grades 9-10.

Contact: New York City Public Schools, Room 617, 131 Livingston Street, Brooklyn, NY 11201.

A World History: Links Across Time and Place, by Rose E. Dunn, et al., 1988.

This world history text is both traditional and new. It covers the rise of civilization from the Old Stone Age through current times, including nuclear issues, economics and technology. It has maps and geographical concepts, as well as vocabulary and study questions

for critical thinking. The unique aspect is the attempt at helping the student understand the interdependence of the world from even earliest times. The authors try to teach students to be curious about and respectful of other people's cultures. Also available with the text are a teacher's manual, mastery tests, and activities. For high school use. 828 pages. $22.80. Teacher examination copies available.

Contact: McDougal, Littell & Company. 1500 Sherman, Evanston, IL 60201; (800) 225-3809 or (800) 323-5435 (for examination copies).

Revolutions: Past, Present and Future, 1984.

Designed to teach both historical and critical thinking processes, this program defines concepts that are basic to understanding revolutions and emphasizes the understanding of historical change through chronology and the relationship of events. Students are led through a step-by-step process of historical analysis as they do research and critical analysis of events in revolutions other than those presented. For grades 9-12. $169.00 plus 5% per order for postage and handling.

Contact: Focus Media, Inc., 839 Stewart Avenue, P.O. Box 845, Garden City, NY 11530; (800) 645-8989 or in NY (516) 794-8900.

Themes in African and World History, by George E. Brooks, Jr., 1982.

These three essays offering broad overviews of some of the major themes in African History and are addressed to the general reader and to teachers for use as introductory or supplementary readings in college and high school courses in African, Afro-American, and World History. The topics explored are: A scheme for integrating Africa into world history; tropical Africa: the colonial heritage; the African heritage and the slave trade. Includes maps depicting: 1) inferred distribution of language groups, ca 500 B.C.-1 A.D.; 2) language families of modern Africa; 3) main vegetation areas and some prehistoric sites; and 4) independent Africa. For grades 10-12 and adult. 59 pages. $5.00 postpaid.

Contact: Indiana University, African Studies Program, Woodburn Hall, Bloomington, IN 47405; (812) 337-7587.

Changing Images of China, by John Benegar, Heidi Hursh, Jacquelyn S. Johnson, and Huang Teh-ming, 1983.

This book is designed for use in grades 5-12. It includes sections on perception, geography, history, contemporary China, teacher reference, and student handouts aimed at promoting cultural understanding of Chinese life, customs, and people. There is a selected bibliography and 182 pages of student activities. For grades 5-12. 271 pages. $21.95, plus 8% of total order, $2.00 minimum, for postage and handling.

Contact: CTIR Publications, University of Denver, Denver, CO 80208; (303) 871-2164.

Bring Latin America into your Classroom, by Judy Anderson, Brenda Batey, Martha Dow, Erma Gay McNinch, and Julia Stout, 1983.

This manual is intended to provide supplementary materials specifically designed to acquaint students with our Southern neighbors. Many of the activities also reinforce skills such as map reading, library research,and cognate recognition. This manual enables simultaneous study in both languages and social studies classes. Materials were used in such subjects as economics, geography, world history, sociology, American government, and Spanish. Included in the appendix are specific suggestions about incorporating each lesson into different classes. For grades 7-12. 126 pages.

Contact: University of Georgia, Department of Romance Languages, Athens, GA 30602; (404) 542-1075.

A Curriculum Guide to Teaching About Japan, 1985.

This highly comprehensive unit on Japan, geared mainly toward students in grades 6-8, appears flexible enough in its materials content to adapt sections for K-12 levels. In its quest to train students how to regard other cultures in relation to their own, this voluminous work looks at Japan's history, government, industry, and educational system. Additionally, it considers Japanese homes, holidays, gardens, sports, cooking, and religions. There are also individual sections on the fine arts, the Japanese language, writing (calligraphy), the art of flower arranging (ikebana), and the kimono. The unit, which can be used as a whole or as a partial study, features many student activities, such as a board game with cards, readings in Japanese folklore, homework assignments, and quizzes. Heavily illustrated and with many black and white photos, this inclusive study on Japanese history, culture, and background is 331 pages of information and activity. For grades 6-8, adaptable to K-12. Presently available at no cost.

Contact: Sybil Abbott, 446 Games Drive, Reno, NV 89509.

Hong Kong and China: For Better or For Worse, by Frank Ching, 1983.

Based in part on a 1984 conference concerning the future of Hong Kong held under the auspices of the China Council, this four-chapter study concerns the question of sovereignty over the territory of Hong Kong, due to revert from the United Kingdom to the People's Republic of China on July 1, 1997. "The Negotiations" presents an historical background of the situation from Britain's seizure of Hong Kong Island and the Kowloon Peninsula in 1842 to the subsequent 99-year lease of the New Territories area in 1898 and the two-year talks between British and Chinese leaders of the early 1980s. "The Agreement" explains the ramifications of the joint declaration by the two governments on the question of Hong Kong's future (printed in its entirety at the end of this study). The remaining two chapters outline respectively a view of the future as seen from Hong Kong and from Beijing. For grades 10-12 and adult. Paperback, 96 pages. $6.95, plus $1.00 for postage/handling. Discounts available for orders

of 10 or more copies.

Contact: Foreign Policy Association, Inc., 205 Lexington Avenue, New York, NY 10016; (212) 481-8450.

Women in World Area Studies Series, by Marjorie Wolf Bingham, and Susan Hill Gross, 1977-85.

This series has been developed to present to secondary students the diversity of women's roles in a variety of world cultures, showing their historical roles and contemporary status. As much as possible, the materials incorporate primary source materials and descriptions by women of their own lives. They also use travelers accounts, government reports, statistics, anthropologists' observations, folklore, and art. Student book series covers women in: Africa of the Sub-Sahara (ancient times to the 20th century), Africa of the Sub-Sahara (20th century), Islam, Israel, Traditional China, Modern China, India, USSR, Ancient Greece and Rome, Medieval/Renaissance Europe, Latin America (Pre-Columbian times to the 20th century), Latin America (20th century). Sound filmstrips cover women in: Africa of the Sub-Sahara, China, India, Middle East, USSR, Ancient Greece and Rome, Medieval/Renaissance Europe, Latin America (sound tapes in both Spanish and English). Teachers' guides are available for all students books and filmstrips. For grades 9-12. Prices vary and discounts are available. Send for free brochure.

Contact: Susan M. Gross or Janet Donaldson, Glenhurst Publications, 6300 Walker Street, Saint Louis Park, MN 55416; (612) 925-3632.

Through the Legal Looking Glass: Reflections of Peoples and Cultures (Intercom no. 100), by Charlotte C. Anderson, 1981.

This teachers' handbook explores legal systems as an avenue to learning about other societies' history, values, and culture. The material is designed for a wide range of subject areas: world history, area studies, literature, and civics. Isadore Starr provides a framework for looking at other systems in the classroom and Linda Wojtan looks at the indigenous factors affecting the development of the Chinese legal system. Classroom activities involve: the ancient Babylonians, Hebrews, and Romans to look at the foundations of Western law; precolonial Nigeria to see how the Ibo resolved community conflict; and modern-day China to explore a society where the welfare of the group often supercedes individual rights. For grades 7-12. Illustrated, 40 pages. $4.00 plus 10% of total order for postage and handling.

Contact: Global Perspectives in Education, Inc., 45 John Street, Suite 1200, New York, NY 10038; (212) 732-8606.

Global Education. Curriculum Handbook. Social Studies. Livonia Public Schools, Michigan, School of Global Education, 1981.

This handbook outlines three courses with a global approach which have been implemented in the Livonia Public Schools. Existing global realities—the growing interdependence of nations and peoples, the depletion of non-renewable resources, and the ominous world food problem—make it imperative that schools teach global studies. The first course focuses on world history and explores the chronological development of man and civilization from his primitive beginnings to his present complex world, with emphasis on global interdependence and its many facets. The second course deals with U.S. history, showing the merger of many diverse people and cultures and the resultant change from a traditional society to a modern society. Also, it compares this growth to show our dependence/interdependence politically, economically, and socially from/to traditional and modern societies in other parts of the world. The third course examines specific global issues of the teacher's choosing. Each of the three outlines contains a brief description of the course, general objectives, and suggested sample activities are then provided for each course. The activities involve students in reading and discussing literature, making outlines, conducting research, listening to guest speakers, taking field trips, constructing maps, writing papers, viewing audiovisuals, and presenting dramas. For grades 9-12. 47 pages.

Contact: Department of Education, Washington, D.C. Also available through ERIC, from the ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, VA 22304; (800) 227-3742. Specify ED 212519. Microfiche, $0.78: paper copy, $3.70; plus postage.

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CURRICULUM/TEACHING GUIDES

"Understanding the United Nations," Wes Bodin, Curriculum Development Project (United Nations Association of Minnesota and Minnesota Curriculum Services Center, n.d.) Teaching module for educators, grades 7-12.

"Parallel Histories: United States and Vietnam," Mary Eileen Sorenson. (See above)

"High School Lessons on the Pacific Rim," sample lessons from Social Studies and National Security Series (Addison-Wesley Publishing Co., 1988), NSNA Project, Mershon Center, Iowa State University.

"Costa Rica," Arkansas International Center, University of Arkansas, Barbara Stanford, ed. An outstanding "living textbook" approach to learning. Teacher's guide and student materials.

WORLD/INTERNATIONAL DEVELOPMENT

"International Development in a Global Context," Dorothy D. Hoffman, (UNA of Minnesota and Minnesota Curriculum Services Center, n.d.) Teaching module.

World Development magazines, March, May, July 1988. (Further information on the United Nations Development Programme available from Hilda Paqui, Information Advisor, UN Development Programme, One UN Plaza, New York, NY 10017).

"Making the Connection: Disarmament, Development, and Economic Conversion," UN World Disarmament Campaign, January 1987, UN NGO Liaison Service, New York.

EVALUATION

Evaluating Global Education: Sample Instruments for Assessing Programs, Materials, and Learning, Global Perspectives in Education, 1987-88.

GEOGRAPHY

"Competency-Based Geography Test" (Intermediate Level and Secondary Level), Samples with keys, National Council for Geographic Education.

Teaching Map Skills: An Inductive Approach, Jeremy Anderson, National Council for Geographic Education, 1986 (31 pps., all levels).

Map and Globe Skills: K-8 Teaching Guide, Barbara J. Winston, NCGE, 1984, 46 pp.

Guidelines for Geographic Education and K-6 Geography: Themes, Key Ideas, and Learning Opportunities, both pamphlets from Geographic Education National Implementation Project, 1984 and 1987.

Teaching Geography: A Model for Action, National Geographic Society Geography Education Program, 1988, NGS, Washington, D.C. (120 pps., including maps; five chapters on "why geography?" and "how?" Ring binder.

The Essence of PLACE: Geography in the K-12 Curriculum, 1986 PLACE Conference Anthology, California Geographic Alliance, Center for Academic Interinstitutional Programs, UCLA, Los Angeles, CA 90024-1372.

RESOURCES/MIDDLE EAST, ETC.

"Middle East Materials for Teachers, Students and Non-Specialists," Middle East Study Association, Tucson, Arizona, 1988. Also available from Middle East Outreach Center, University of Washington.

"Youth Culture," includes articles on youth in Latin America, Soviet Union, adolescent life of Japanese and Chinese, and Africa youth. From February 1988 Update, University of Washington.

"Teachable Moments," a quick reference and teaching aid about global perspectives in education. If you don't receive the periodical mailing, write Jan Drum, The Stanley Foundation, 420 East Third Street, Muscatine, Iowa 52761.

FOR FURTHER INFORMATION:

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The REACH Center library is open all day, Monday-Friday, 9:00 a.m. - 5:00 p.m. or by appointment.

Please call the office for further information.

GRC Fall Symposium
November 2-3, 1988
Participants

Bellevue School District
David Ainsworth, Steering Committee

Interlake High School
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Michael Coleman
Bob Hall
Tia Kinnear
Sarah Phillips

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Eileen Little, Building Contact
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Sammamish High School
Lois Baltz
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Jerry Peterson
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SECTION 6 — RECOMMENDATIONS

Included in this section:

- Recommendations for Teacher Competencies in International/Global Education
- Recommendations for Student Development in International/Global Education

RECOMMENDATIONS FOR TEACHER COMPETENCIES IN INTERNATIONAL/GLOBAL EDUCATION

"When a superior man knows the causes which make instruction successful, and those which make it of no effect, he can become a teacher of others. Thus in his teaching, he leads and does not drag; he strengthens and does not discourage; he opens the way but does not conduct to the end without the learner's own efforts. Leading and not dragging produces harmony. Strengthening and not discouraging makes attainment easy. Opening the way and not conducting to the end makes the learner thoughtful. He who produces such harmony, easy attainment, and thoughtfulness may be pronounced a skillful teacher."

--Confucius

To achieve teacher competency in International Education, districts should:

- provide incentives to take courses and teacher inservice that are directly related to international and intercultural studies;
- expand and/or encourage international teacher exchange programs;
- create school and district goals that facilitate teachers in the implementation of international and multicultural education in their curriculum;
- provide staffing for integrating foreign language study in content areas;
- advise teachers and students of opportunities for study and travel abroad, available monies, and seminars and institutes;
- establish academic alliances and other forms of consortia in international and intercultural studies;
- provide for curriculum support and leadership in international studies, interdisciplinary curriculum, and especially foreign language;
- establish a working relationship with individual schools and U. S. and foreign organizations, agencies, and businesses with international connections; and
- place international and intercultural education funding priorities near the top so teachers can participate in related training and inservice activities.

RECOMMENDATIONS FOR STUDENT DEVELOPMENT IN INTERNATIONAL/GLOBAL EDUCATION

"On a planet grown smaller because of global communications, grown more turbulent because of the diffusion of power--all the while overshadowed by nuclear weapons--the task of achieving stability, security, and progress is a profound challenge for mankind."

--Secretary Shultz
Power and Diplomacy in the 1980s
3 April 84 - Current Policy #561

To achieve student competency in International Education, districts should:

- support student exchange and travel programs;
- reorganize courses and curricula with an international and multi-cultural focus;
- encourage homestays for and interaction with foreign visitors to enable all students contact beyond our borders;
- develop a speakers bureau pertaining to careers in international business, government, law, technology, and social agencies;
- form school to school partnerships that give students a new cultural experience (in the U. S. and/or abroad);
- establish academic alliances and other consortiums in international education;
- support the purchase of books and magazines from other countries;
- invite guest speakers from abroad; and,
- give students the opportunity to study a foreign language at the earliest age possible and to continue this sequence through high school.

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